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## *As Others See Us*

EDNA L. GREGG

**H**AVE you ever wished to know exactly what persons you are working with think of you? You can find out if you are a high school teacher! Each day there sit before you the most keen-minded, sharp-eyed, and yet most impartial judges of the community. I am not referring only to those adorably co-operative students we have whom everybody loves and who, in turn, esteem *all* their teachers. I am also including that little rascal who drives you and all the other teachers "nuts." Furthermore, since most parents share the attitudes of their children on the general ability of teachers, you will also discover what the community thinks of you.

Possibly you would rather not know, possibly you do not enjoy being criticized. Neither do I; but just because I do not hear the criticism, I do not "kid" myself into supposing that nothing is being said! This is one instance when what I don't know *does* hurt me.

Consequently, to inform myself, I pass out questionnaires at the beginning of a period near the end of the year. As the students assemble for class, they gasp at the sight of the dittoed papers. I'm not in the habit of "popping" quizzes, but students always seem to be on the lookout for them just the same. To someone's question, I say, "Yes, this is a quiz." They are shocked into alert attention. I then explain that throughout the year I have been faced with the difficult and not always pleasant task of having to grade them. Today the "shoe is on the other foot," and they are

being asked to grade me. Now there is a wave of fleeting smiles or frankly broad grins that say, "This is going to be good. Let me at it!"

I stress the fact that I do not wish any names signed and that all comments must be printed or typed, so that the handwriting will not be recognizable. I tell them that a student will be asked to collect the papers and mix them up, so that I shall be unable to tell from what section each paper comes. Finally, I reassure them that the papers will not be read until after all term grades are in the office; and that all I want is their frank opinion of me, so that I can use it for self-improvement.

I remind the students that during the year I have worked in an honest effort to give the grades they have earned, and that it is equally unfair to give either a *B* or a *D* when what is actually earned is a *C*. I ask them to try hard, therefore, to give me just what they feel I deserve.

While the papers are being filled out, I remain in the room because I do not want students to share opinions. I want each student's impression on his own paper! I do not prepare the students because I feel that the first impression on the question is probably the one that more nearly represents the general attitude. While they work, I also busy myself; so that even the students sitting nearest to me need have no apprehension that I might recognize their papers by any peculiarities I might notice. I want them to feel perfectly free to say whatever is in their minds. If I had wondered whether the students would take the mat-

ter seriously or not, my fears were allayed by the businesslike, earnest atmosphere that I could actually feel. The proverbial pin could literally have been heard if it had been dropped!

As I had promised, I do not read the papers until after all grades for the year are recorded. Then I take the papers to my private room and have a session with myself. One would probably expect to find three general groups—favorable, neutral, and unfavorable. Actually, this is not the case. On every paper I find all three attitudes. That in itself is sufficient proof to me that I am in the hands of fair and impartial judges.

From the favorable criticisms, I glean procedures and methods, as well as personality traits that are successful and worthy of further cultivation. From the neutral ones, I try to discover what I have done or failed to do that prevented the attitude from being more positive. There are two responses I attempt to make to the unfavorable criticisms. Where these are fairly common, or at least uncomfortably frequent, I work out for myself a definite program of readjustment. In doing this, I swallow my pride and let the students know that I have been criticized on that point frequently enough to warrant an honest attempt to improve and to profit by their suggestions. When the criticism is offered by only one or two and does not appear to be a general attitude, it may not call for a program of readjustment, but it certainly shows that I must try to be more understanding of the individual problems of my students along the line indicated by the criticism. This may call for a little more "reading between the lines" to see just what the real trouble is.

In preparing the questionnaire, I try to be both fair and very exacting with myself. I attempt to cover all the points that are ordinarily stressed by professional rating sheets. Then I grit my teeth and ask for opinions on matters that I know are not going to be complimentary. Knowing my own faults only too well, I am trying to find out just which ones my students have caught up with and which they find the most obnoxious! If I simply ask for answers that are likely to be favorable, I shall be deceiving myself and disgusting the students with what they would necessarily consider a cheap play for flattery. Even Benjamin Franklin found it a little discouraging to try to uproot all his faults at once. What I really

want to know is which of mine need attention first!

Besides the fine suggestions in the form of constructive criticisms, I find that these papers help me to take a more objective attitude toward myself. They give me excellent training in learning to take criticism, an essential for success in any line of work. They build up my confidence in myself to a certain extent; in the first place, I feel that I "know the worst," and secondly, I know that neither my failures nor my successes have been emphasized to the exclusion of the other. My respect for both the fairness and the keen perception of my students is deepened.

On the part of the students, I have also noticed a spirit of increased respect and understanding. This is due to the fact that I am willing to take as well as to give criticism and, furthermore, value their opinions and judgments sufficiently to ask for them. Then, too, in a few cases, where there has been some sort of conflict during the year, the student may realize when he is trying to "grade" me that he has to do a little soul searching for himself. An apology is not unusual on these papers, nor is a statement that what the student felt was unjust at the time is now viewed in a different light. While the students' reaction is most definitely *not* my purpose, not even a secondary one, in giving the questionnaire, I do mention these results because they help to convince me that such a project is well worth while.

The most recent form of the questionnaire follows. About a triple space is left between questions, with instructions to use the back if necessary.

### Personal Questionnaire

Please do not sign your name and please print or type, in order to prevent my knowing who you are. However, I shall not read these papers until after semester grades are in. My one purpose in asking you for this analysis is that I may use it for self-improvement. While favorable comments, if sincere, are naturally welcome, I shall probably profit more from a just criticism of my weaknesses. Being somewhat human, I must have a few of both kinds of traits. I believe you can answer *every* question.

1. What do you like best about me as a person or about my way of teaching?
2. What do you dislike most about me as a person or about my way of teaching?
3. Do I have any annoying habits, either of speech



- or action, that you wish I would break? If so, please name them.
4. What could I do next year that I have not done this year, or what should I emphasize more that would make my students enjoy me and their classwork under me more than you have this year?
  5. If I have scolded either you or a classmate at any time, do you think that you or the classmate "had it coming"?
  6. Was my classroom order on the whole:  
Above average? \_\_\_\_\_  
About average? \_\_\_\_\_  
Below average? \_\_\_\_\_  
Can you account for the above condition?
  7. Were the grades I gave you:  
Better than you feel that you earned? \_\_\_\_\_  
Just about what you feel you earned? \_\_\_\_\_  
Below what you feel you earned? \_\_\_\_\_  
You are welcome to make further comments, favorable or unfavorable, concerning my method of grading.
  8. Do you feel that I have "pets"? If so, please explain to whom and how I show favoritism. If you feel I have no "pets," simply answer "no."
  9. Do you feel that I had the classwork organized so that whatever we were doing was directed toward a definite goal, or was I just "putting in time"?
  10. What personality traits or characteristics do I have that you think I should not have?
  11. Do you feel that you have accomplished in your class, or classes, with me:

More than you had expected when you enrolled? \_\_\_\_\_  
About what you expected when you enrolled? \_\_\_\_\_  
Less than you had expected when you enrolled? \_\_\_\_\_

Will you please attempt to place the praise or blame, as the case may be?

12. Please check as many of the following words and phrases as you think describe my attitude toward you and your classmates. If you can think of others you would like to add, you may add them in the blank space below.  
Friendly toward my students \_\_\_\_\_  
Unfriendly toward my students \_\_\_\_\_  
Interested in you and your future \_\_\_\_\_  
Unconcerned about you and your future \_\_\_\_\_  
Kind and helpful in my explanations when you do not understand \_\_\_\_\_  
Inclined to use cutting sarcasm \_\_\_\_\_  
Too strict in my discipline \_\_\_\_\_  
Too "easy" in my discipline \_\_\_\_\_  
Patient \_\_\_\_\_  
Impatient \_\_\_\_\_
13. What criticisms, favorable or unfavorable, do you have to make of my personal appearance?
14. Unfavorable criticisms made behind my back do not help me and may do me harm. These same criticisms made here can be used constructively. If you know of any such criticisms, will you please list them?
15. You may use the back of this page for any additional suggestions or remarks you care to make. I do indeed thank you for whatever helpful suggestions you have been able to make.



## American Vocational Association Names Five Officers at February Convention

CONVENING in Buffalo, New York, last February, members of the American Vocational Association held a vigorous four-day meeting, terminating with the installation of five officers.

New president of the organization is C. L. Greiber, state director of Vocational Education for Wisconsin.

Three vice-presidents were selected: *Agriculture*, H. C. Fetterolf, chief of Agricultural Education Division of Pennsylvania; *Part-Time Education*, Grace Henderson, University of Arkansas; and *Vocational Guidance*, M. D. Mobley, state director of Vocational Education for Georgia. Mr. Mobley was president of the AVA last year and, therefore, automatically became

the vice-president in charge of this department.

Charles W. Sylvester, director of Vocational Education in Baltimore, was re-elected treasurer.

Officers of the association who continue in office because of unexpired terms include the following vice-presidents: *Business Education*, Dr. Ira Kibby, director of Business Education for California; *Industrial Education*, George H. Fern, managing editor of the AVA Journal; *Home Economics*, Anna K. Banks, state superintendent of Home Economics for Oklahoma; *Industrial Arts*, Frank C. Moore, director of Industrial Arts for Cleveland; and *Rehabilitation*, Claude M. Andrews, of the Florida State Department of Education.



J. C. WRIGHT

## Appointment of R. W. Gregory and Retirement of J. C. Wright

Announced by  
Federal Security Administration



R. W. GREGORY

FEDERAL Security Administrator, Watson B. Miller, announced on February 4 the appointment of Dr. Raymond W. Gregory to be assistant commissioner for vocational education in the United States Office of Education upon the retirement on June 30 next of Dr. J. C. Wright, the present assistant commissioner.

Dr. Gregory has been a member of the staff of the Agricultural Education Service in the Vocational Division of the United States Office of Education since 1936. During the recent war, he had immediate charge of the administration of the Food Production War Training program. Under this program, 200,000 training courses, enrolling approximately four and a half million persons, were organized and conducted by local public-school systems, operating under state boards for vocational education with emergency appropriations made available through the United States Office of Education. This Food Production War Training program did much to help the farmers of the Nation break all records for agricultural production, despite man-power shortages. More recently, Dr. Gregory has been serving as deputy director of the Division of Surplus Property Utilization of the Office, in charge of Program Planning.

Born at Mooresville, Indiana, September 6, 1893, Dr. Gregory has been a practical farmer and educator most of his life. Today he owns and operates a 230-acre combination fruit and livestock farm.

Dr. Gregory was graduated from Purdue University, Lafayette, Indiana, in 1918. He received advanced degrees from Cornell University in 1924 and 1937, specializing in rural education. Dr. Gregory has served as associate professor of agricultural education at Purdue University, 1924-1936; as assistant state supervisor of agricultural education, Indiana, 1928-1936; as specialist in agricultural education, United States Office of Education, 1936-1946. He was editor of the original *American Vocational Association Journal* from 1928 to 1932.

Dr. Gregory is a veteran of World War I, a member of the American Vocational Association, the National Education Association, and other organizations.

### J. C. Wright to Retire

Dr. J. C. Wright, assistant United States commissioner for vocational education, will retire on June 30 after an uninterrupted service in the United States Office of Education since 1917.

In commenting on the appointment of his successor, Dr. Gregory, Commissioner Studebaker paid high tribute to Dr. J. C. Wright: "When Dr. Wright's retirement automatically becomes effective June 30, 1946, Dr. Gregory will step into a big job. It has been occupied by a big man—big in spirit, big in human understanding, and above all, big in his contribution to the cause of American education.

"Dr. Wright has served the Nation faithfully and well, first as director of vocational education under the old Federal Board for Vocational Education, and later as assistant commissioner for vocational education in the United States Office of Education. His three decades of service were distinguished by soundness of judgment, integrity of purpose, and administrative ability of a high order."

After graduating from a country school in 1894, and from Lawrence Business College in 1895, Dr. Wright taught three years in one-room schools in Douglas County, Kansas, before entering the Kansas State Normal School, from which he graduated in 1900. He began his teaching career in secondary schools in Belleville, Kansas, where he served four years as a teacher, principal, and superintendent of schools. It is interesting to know that among the subjects taught by him were typewriting, business arithmetic, bookkeeping, and economics.

In 1904, Dr. Wright became an instructor in the Central High School of Kansas City, Missouri, and, in 1912, was appointed director of

vocational and manual training instruction in the Kansas City public schools. During the five years from 1912 to 1917, he organized the city's vocational school system.

When in 1917 Congress created the Federal Board for Vocational Education, Dr. Wright was called to Washington to serve as one of the field agents of the Board. Later he became assistant director for trade and industrial education; and, beginning in January, 1922, he held the title of director for twelve years.

When the functions of the Federal Board for Vocational Education were transferred to the United States Office of Education in 1933, Dr. Wright's title was changed to Assistant United States Commissioner for Vocational Education, with no change in duties. Since January 1922, he has been the Federal administrative head of vocational education, with marked success and achievement to his credit.

In 1924, Dr. Wright directed a study of the industries and public schools of the Hawaiian Islands, for the purpose of making recommendations to the Governor and to Congress on the desirability of extending Federal appropriations for vocational education to the people of these islands. In 1930, he made a similar study for Puerto Rico; and the following year, he was called back to Puerto Rico to assist in writing legislation and in developing the Insular Plan for Vocational Education.

Dr. Wright served as chairman of the United States delegation to the Second Inter-American Conference on Education, held in Santiago, Chile, in 1934. Two years later, in 1936, the Governor of the Panama Canal Zone requested his services

to assist in the organization of an apprenticeship program for mechanical and retail employees in the Canal Zone. In November, 1945, the United States Commissioner of Education approved a second request from the Governor of the Panama Canal Zone for Dr. Wright's services in 1946 in connection with a study of vocational education. Dr. Wright is now engaged in this survey.

At the request of the co-ordinator of Inter-American affairs, Dr. Wright served as vocational education consultant to the Second Inter-American Conference on Agriculture, in Mexico City in 1942, following which he made a survey of trade and industrial education in Mexico City. He returned to Mexico in January, 1945, as chairman of an American mission to study the vocational education program in Mexico.

As director of the Federal Board for Vocational Education, and later as assistant United States Commissioner for Vocational Education, he has worked consistently to bring about a general improvement of business education throughout the country. Nor have his interests and influence, with respect to business education, been confined to the training of store and office workers. He has declared repeatedly that the instruction he had in typewriting, bookkeeping, business law, and business English has been of inestimable value to him over the years.

His awareness of the needs and possibilities of functional training in all areas of business education is clearly reflected in his convictions as expressed in the annual Delta Pi Epsilon lecture, which he delivered at the Cincinnati convention of the N.B.T.A. in December, 1945.

## Hemisphere Teachers Will Meet in Mexico City in May

THE American Congress of Teachers will hold its fifth international meeting in Mexico City on May 8-15. The last conference was held in Chile in December, 1943.

Plans are being completed by the organizing committee, which has defined the objective of the convention as "the study of the new order of education, and the urgency for unifying it with the peoples and governments, realizing that the world is looking toward education as one of the means of attaining human justice."

One phase of the program is tentatively planned for discussions on "Collaboration of the American (in a hemispheric sense) Teaching Profession with the United Nations Educational, Scientific, and Cultural Organization."



"... 'member, teacher, it's much easier to be critical than correct!"



# SIX WEEKS OF SHORTHAND AND TYPEWRITING

HARRY HUFFMAN

A GROUP of young people, sixteen and over and not yet graduated from high school, took an intensive course in shorthand and typewriting at the Horace Mann-Lincoln High School, of Teachers College, Columbia University, for six weeks in the summer of 1945. In addition to their work in the shorthand and typewriting class, they participated in a whole school activity. Student council, school paper, lifesaving, first aid, fine arts, studio arts, shop, drama, and a variety of other activities enabled students to pursue individual interests.

Home-room activities permitted a study of continuous and persistent life problems. Girls discussed ways of improving their personal grooming, planned college wardrobes, examined and explored vocational aptitudes and interests, planned and gave an afternoon tea, and carried on other co-operative activities, which the leisure of a summer school permits. Boys studied vocational possibilities and developed skill in sports. It was in this atmosphere that the shorthand and typewriting class operated.

*Student Selection.* New York City schools were asked to notify students who were sixteen and over and who had never had any training in typewriting and shorthand that they could make application for the course. A date was set for these applicants to meet at the Horace Mann-Lincoln High School in the spring of 1945. At this meeting, the purpose of the class was discussed. The applicants were also informed that the class would be operated on an intensive basis, so that the students would go a long way toward developing a useful skill.

Each applicant filled out a brief questionnaire and was interviewed. The purpose of the questionnaire was to find out if there was a typewriter available at home; why the student wanted to take the course; what his general academic standing was; whether he had had any previous training in these skills; and whether he was sure he could stay in the course for the full six weeks. The interview was used as a

supplement to the questionnaire. The interviewer attempted to rate each student on his interest and his reason for taking the course. Students who showed the most interest and had the most convincing reasons for taking the course were selected without regard to tests. After the class was organized, intelligence tests were given by the guidance department. The group had intelligence quotients ranging from 87 to 139, with the median at 124.

*Organization of the Class.* The school day began at 8:30 and ended at 3:00. The first and last half hours were used as home-room periods. The shorthand and typewriting class operated from 9:00 until 11:30. Half the time was devoted to shorthand and half to typewriting. After lunch, there were club, assembly, and physical-education periods. These students were expected to do some homework in shorthand each day.

*General Conference Period.* A general conference group of students was organized on the first day, in order to make certain that the work in the shorthand and typewriting class was an educative experience in every respect. This group met with the instructor for a short time before each class. During these meetings, there was a vigorous discussion of what should be done and how it should be done. Such problems as the following grew out of the general conference periods:

How large an assignment should be given in shorthand for home study?

What is the most efficient way to study at home?

How is skill developed?

What is the value of repetition in skill development?

How much class time should be used for student analysis and generalization of the typewriting and shorthand principles developed in class?

What is it like to do the work of a stenographer for one day?

Does the teacher do a good job in presenting the lessons?

Are the techniques and devices used by the teacher helpful in learning shorthand?

Can shorthand be used in other languages?

This meeting did not take the place of class planning and evaluation, but to a consid-



erable degree it did clarify and stimulate class discussions. Within a few days, the class developed a group feeling and became vitally interested in a broad sense. Some of the results of these group conferences included invitations to two instructors from the University of Puerto Rico for a discussion of the use of shorthand in languages other than English, and to an expert shorthand penman to demonstrate the rapid writing of expert notes. Other results of these discussions will be illustrated later.

**Typewriting.** The following procedure was used the first day. Handling the paper, returning the carriage, the home row, position at the machine, and proper stroking of the keys and space bar were taught carefully through demonstration. The students participated throughout on their own typewriters. The sentence, *It is*, was placed on the blackboard. The students, who now knew the home-row position, determined what fingers should be used for the sentence by looking directly at the typewriter without reference to a keyboard wall chart. The elimination of the wall chart requires abundant demonstration and dramatic teaching. The students imitated and perfected every detail of the introduction to the sentence until they were certain of what to do. Then they began to typewrite with their eyes on the blackboard copy of the sentence. This method was used for three more days on the following sentences composed of high-frequency words:

SENTENCES	CHARACTERS
-----------	------------

It is.	i t s .
It is, if it is in.	f n ,
He is on it.	e h o
Do we go by it?	d w g b y ?
We can play.	c a p l
The boy can run.	r u
My job is quite fine.	m j q
My five books are size six.	v x z k

The above sentences introduced the alphabet, capitalization, and three important punctuation marks. Continuity writing became a simple matter in a relatively short time. The students typed paragraphs based on the five hundred most frequently used words after five clock hours of instruction.

Intensive effort on paragraphs, composed of the fifteen hundred most frequently used words, at the end of the summer session, resulted in a range of nineteen to fifty-four gross words a minute with an allowance of five errors in five minutes. At the beginning of the fourth week,

ungraded copy was introduced. During the sixth week, all students were able to typewrite from ten to twenty minutes on the ungraded new material. The range was from seventeen to thirty-eight gross words a minute with five errors allowed in ten minutes.

Most of the students were college preparatory, since regular commercial students would have begun shorthand and typewriting before they were sixteen. Accordingly, the major aim of this group was personal use. Portable machines were used, although some instruction was given on standard models.

**Shorthand.** The basic principles of the first six chapters of the *Gregg Shorthand Manual* were developed by reading and writing from shorthand plates during the first three weeks. The direct method of teaching shorthand was combined with the Manual method. Even on the first day, the students read a plate fluently, learned how to write shorthand from the plate, and formulated rules for joining the shorthand characters that were included in that lesson. They learned, for example, how to join vowels to straight and curved strokes and how to write them between straight strokes.

On the second day, the oral reading rate of printed material was measured for several students. Their rate of reading corresponding shorthand material was also measured. The two rates were compared. The students then attempted to reduce the gap between the two rates.

The longhand writing rate from dictation was measured for all students. Each student multiplied his handwriting rate by two and used that as an immediate goal for joining shorthand from dictation.

This general plan was followed for the first three weeks. The work was so planned that all the principles up to the seventh chapter were included.

As an experiment to cut down the memory burden caused by highly abbreviated characters, brief forms were reduced to a minimum. If a simple, facile outline could be written representing all the sounds of a word, it was used in place of a brief form. Characters involving disjoined prefixes were entirely eliminated.

Opportunity was provided early for outline construction based on well-developed principles. Paragraph dictation for short periods began the second week at speeds varying from forty to sixty words a minute. Elementary dictation

of new material was begun the fourth week at speeds varying between forty and eighty words a minute.

Preparation for transcription included the techniques of erasing, reinserting paper, crowding letters, and handling carbon paper. A common letter form was taught. Transcription was also begun the fourth week. The students began to typewrite from shorthand plates, comparing their rates of transcription with their rates of typing corresponding printed matter. On carefully graded and practiced material, they were able to typewrite from the plates as fast, or nearly as fast, as from the printed copy.

Dictation periods of ten to fifteen weeks were given in the fifth and sixth weeks. The material consisted of paragraphs composed of the three thousand most frequently used words.

The students also began to write infrequently used words in the fourth week, according to basic principles of the Gregg System, from dictated daily newspaper copy. They started to write these words at first with as little as the character for the first syllable or even the first sound. Within a short time, it became evident that a working knowledge of the basic principles enabled them to write almost any word, which later was highly legible for transcription.

*Work-Experience Day.* A work-experience day was planned for the last week. While most of these students believed they were interested in the personal use of shorthand and typewriting, they wished to explore the work of a stenographer, in so far as dictation and transcription were concerned. Accordingly, a day was set aside that was devoted wholly to dictation and transcription, operated on a seven-hour basis. The help of the executive director, the guidance department, and the admissions office was enlisted. Each of these departments set apart some of its daily correspondence that was suitable for use in this connection. The students were divided into groups to go to these offices to take dictation and to come back to the class for the transcription process. For example, four students went to the executive director's office and took dictation. On their return, they transcribed their notes individually. Each student was required to produce mailable work. The four then examined the results and selected the cleanest and best-appearing work to return to that office for actual use in the day's business.

The group that went to the admissions office received a very large amount of dictation. On its return to the class, it was evident that not one of the students could transcribe all the material in the time allowed. Hence the work was divided, each person being responsible for several letters. They were examined, criticized, checked, and returned to the admissions office for use.

Other groups operated in a similar manner. On the following day, the results of this experience were evaluated by the students. With due respect to the limitations of only one day's experience, each student felt that he had a better insight into the dictation-transcription process. Over half the group had the satisfaction of seeing its work actually being used. The other half had co-operated in no small degree in selecting, criticizing, and checking the work.

From the standpoint of developing skills, these students had gone a long way. Perhaps of equal or greater importance was the degree to which class planning and evaluation had reached a high level. Skill in working together and in evaluating the results in the light of reasonable requirements was prized most highly by the group. The development of shorthand and typewriting skills had taken place in the framework of co-operative interaction.

## Fourteenth Annual Typewriting Contest

THE National Catholic High School Typists Association announces its fourteenth annual individual contest in typewriting. It will be held April 25, 1946.

All regularly enrolled students in typewriting are eligible for the contest, but only three to five best papers from each group are submitted to headquarters for individual awards. These high-ranking students may also merit recognition for their respective schools.

The contest consists of the following: A straight-copy test for ten minutes for first-year typists and a letter test of fifteen minutes for second-year students. Allowances are made for faulty machines.

Schools are requested to obtain their blanks as early as possible and not later than April 15. For blanks and literature write to: Reverend Matthew Pekari, O.F.M.CAP., Contest Director, N.C.H.S.T.A., St. Joseph's College & Military Academy, Hays, Kansas.

## Luncheon Meeting

### Business and Vocational Education Club

Teachers College, Columbia

**T**HE Business and Vocational Education Club, of Teachers College, Columbia University, was addressed by Dr. John Robert Gregg at its annual winter meeting held on January 19, a feature event on the club's program for the 1945-1946 school year.

Mr. Carl E. Gregory, president of the club, and formerly of the Public Schools, Seattle, Washington, presided over the meeting, which was attended by more than 100 members of the club and guests.

Doctor Gregg, who was presented to the group by Dr. Hamden L. Forkner, professor of education and head of the Departments of Business and Vocational Education at Teachers College, told his audience of many interesting incidents in business education that have occurred during his long, illustrious career.

He reviewed the history of business education and then proceeded to give a survey of the present situation and possible future developments in business education. His address was extemporaneous, but we hope to be able to publish a résumé of it in a future issue.



*Doctor Gregg, Speaker*

Associated with Mr. Gregory in the leadership of the Business and Vocational Education Club are: Miss Belmira Nunes, instructor, James Monroe High School, New York City, vice-president; Miss Beatrice Friedman, secretary; and Miss Jean R. Schwartz, treasurer; all of whom are working toward degrees in the Business Education Department at Teachers College.



*The speaker's table at the winter meeting of the Business and Vocational Education Club, Teachers College, Columbia University, held on January 19. Seated at the table from left to right are:*

*Hubert A. Hagar, general manager, The Gregg Publishing Company; Mrs. Hamden L. Forkner; Carl E. Gregory, president of the club; Dr. John Robert Gregg, speaker of the day; Dr. Hamden L. Forkner, professor of education and head of the Departments of Business and Vocational Education at Teachers College; Mrs. John Robert Gregg; Wallace S. Bowman, instructor in business education at Teachers College and head of the Commercial Department, Albert Leonard High School, New Rochelle, New York.*

*The following members were also seated at the speaker's table; but unfortunately the photographer was unable to include them in the photograph because of the length of the table: Dr. Thelma M. Potter, assistant professor of Business Education, Teachers College; Miss Belmira Nunes, vice-president of the club and instructor at James Monroe High School, New York City; Mrs. Carl E. Gregory; and Miss Bertha Taylor, student council representative, Teachers College.*



# Better School Supervision

PAUL M. BOYNTON

THE legal authorization for state supervision of instruction varies from state to state. Connecticut's authorization is general or implied. The law states that "the State Board of Education shall have general supervision and control over the educational interests of the State."<sup>1</sup> An additional clause authorizes the board to "promote the best modes of teaching in the public schools by such means as it deems appropriate."<sup>2</sup>

The supervisory services of the State Department of Education are organized into a division of instruction that is divided into five bureaus as follows: supervision, vocational education, rehabilitation, youth services, and teacher education.

All the work connected with secondary education in Connecticut, generally speaking, is delegated to the Bureau of Youth Services, of which Paul D. Collier is the director, and to which the supervisor of business education has been assigned. Although the federally aided program of distributive education is regarded as a part of business education, the supervisor of this field has been assigned to the Bureau of Vocational Education since, in Connecticut, Federal funds are disbursed through that bureau.

Professional supervision began in 1903, when the legislature provided for the appointment of rural supervisors for towns that had fewer than 10 teachers. Under Section 143F of the 1941 Supplement to the General Statutes, towns having a staff of not more than thirty-five teachers are entitled to the services of a state superintendent of rural education. At the present time, of the one hundred and sixty-nine cities and towns in the state, ninety-one are directly under state superintendents. While this system of supervision was originally designed to help towns that are too small to hire their own professional supervisors, the organization of the Bureau of Youth Services, functioning from the central office, has made it possible to employ professional supervisors who are supervisors of secondary education, but in addition are specialists in their chosen field.

<sup>1</sup> Connecticut School Laws, 1931, Section 4.

<sup>2</sup> Ibid.

Specialized services that should aid instruction and promote teacher growth are thus made available to all cities and towns of the state.

## **Leadership Function Of the State Education Department**

Professional leadership service is probably the most important single function of state education departments. In Connecticut, we favor local control and local initiative and believe that the State Department of Education can and should assist local units by providing leadership service. The leadership of the State Department can be judged by the effectiveness with which it assists local leaders of education in successfully discharging their responsibilities.

Improvement of instruction is regarded in Connecticut as a common problem of all educational workers, and the Department of Education is glad to help in the solution of this problem. It should be possible for any school system to obtain, through the State Department of Education, whatever assistance it needs in solving its particular educational problems. This leadership cannot be provided unless there is a sufficient demand from school systems for such services. Originally, state services were essentially regulatory and inspectional; today, they are essentially of the leadership type.

## **State Supervision in Business Education**

Business education occupies a prominent place in secondary education. In Connecticut high schools, enrollments in business subjects range from 26 to 71 per cent. Problems in this field have multiplied recently because of rapid increases in enrollments and adjustments to wartime needs. Realizing that communities needed help in solving these problems, the State Department of Education, about two years ago, appointed two supervisors—one for the general field of business education and one for distributive education.

To many teachers, the word "supervisor" means someone who renders direct aid to teachers in solving their classroom problems. This



is one of the duties that a state supervisor can render, but it is obvious that it would not be possible for a state supervisor to do as much of this work as may be demanded. As I see it, he is first of all an administrator and director of a complex program of business education. He is liaison officer between business and education.

The functions of a state supervisor of business education are too numerous to be listed in full, but some of the principal duties and activities are: (1) leadership, (2) school visits, (3) teacher consultation, (4) curriculum construction, (5) work experience in business education, (6) conferences, (7) public relations, (8) guidance, (9) placement, (10) publications, (11) public speaking, (12) research, (13) reports, (14) United States Office of Education relationships, (15) attendance at professional meetings, (16) teacher training, and (17) to act as a "clearinghouse" for business education.

### **Problems in Business Education**

The services of business education, instead of being available only to those who are interested in them vocationally, should be at the disposal of all who need such services, whether for personal-use, social-economic, or vocational purposes. Vocational training is one of the primary objectives of business education, but there are other important objectives which should not be ignored. In the redirection of secondary education as conceived by the Bureau of Youth Services, it is recommended that all pupils, regardless of curricula, should be properly prepared in the foundational knowledge commonly called business information or general business training. In addition to this, certain basic skills—personal-use typewriting, legible handwriting, ability to figure and to spell—should be acquired by all.

Supplementing the above, such social-business subjects as business economics, economic geography, basic business law, and consumer education should be taught to all. To do this successfully, it is believed that more subjects will have to be carried by the average high school pupil than is at present the custom. I firmly believe that the average high school pupil can carry six subjects successfully, and that the superior pupil can carry eight. To the doubters of this theory, may I point out that in the public-school system of the city

of Montreal, the average college-preparatory pupil carries eleven subjects a year, and the regular, or noncollege, pupil carries eight. This is done in a school day that is no longer than our own. I believe, also, that the time has come when the secondary schools should seriously consider organizing their programs on the basis of a longer school day and reorganizing their studies on the basis of living areas rather than subject-matter fields. Such a revision would reduce the areas to: home and family living, physical and health education, citizenship training, and vocational preparation. Traditionally, business education has been associated primarily with the vocational area. Under this reorganization, preparation for college would be considered a phase of vocational preparation.

One of the important needs in business education today is character and personality training. This is emphasized by the fact that 85 per cent of business-employee dismissals are due to poor personality traits. Only about 15 per cent of dismissals are due to inability to do the work assigned. This means that a new emphasis must be placed upon work habits, attitudes, appreciation, and ideals. In other words, personality and character must be developed and not left to chance.

It is my belief that occupational training for business is most effective when combined with work experience on the job; and that, where work experience is unobtainable, the training is most effective when given nearest the time of job placement, which normally is at the close of the senior year. Wartime education has shown that short, intensive courses can be given successfully if incentives are present to stimulate interest. The Armed Forces offered an unparalleled incentive to achievement because of the drive for self-preservation. It must be admitted, however, that the war caused a lowering of standards in business education. Standards of achievement were set for the duration of the war in relation to supply and demand of needed workers. While some of our wartime practices in education will continue after the war, I feel sure that thoroughness will again replace speed; and the time of short, intensive courses will be lengthened.—  
*Reprinted from the Connecticut Business Educator*

—  
"The Age of Chiselry."—*Sales Management*

## *Occupational Information*

THELMA M. POTTER

**T**HE first two articles in this series on guidance in business education stressed the need for business teachers to obtain the occupational information necessary for effective guidance, indicated how such information could be obtained, and recommended a re-evaluation of personal attitudes toward business and business education. Information can die a natural death in a file, and attitudes can be lost in the mind unless they are put to use. This article will concern itself with answering the question, "How can I use all this information after I get it?"

What people are, or should be, interested in your newly found attitudes and up-to-the-minute information? Who needs guidance within your realm of influence? Your students, of course, are your chief responsibility and therefore head the list. You and your students, however, live in the framework of a school and a community; and both of you are subject to influences that may handicap or complicate the guidance program that you have in mind. Such influences might be:

An administrator who does not know very much about business education and therefore has little interest in it or a negative attitude toward it.

A group of teachers who lack information and therefore do not have much respect for the business subjects.

A community that has established preparation for college entrance as the only objective of the secondary school.

All of these, plus others, exert an influence upon the decisions that students make concerning their study in school and their work plans for the future.

For truly effective guidance, there must be some general agreement as to the direction and purpose of business education. An administrator who sees no real purpose in training for business plus a teacher who believes it is the answer to all needs does not add up to any total. Both are wrong; and the result is antagonism and conflict between the two, with the

greatest penalty being placed on the students, who receive the questionable benefits of such attitudes. So it might be that your newly found attitudes and up-to-the-minute information may be needed by both administrators and teachers. Some of them need guidance, too.

Parents make plans for their children, sometimes, and, in so doing, force them into patterns of study and work for which they are not fitted. The result is maladjustment and unhappiness. Frequently, practical and realistic information given to the parents will eliminate this unfortunate result. A good teacher will hold himself ready for this sort of parent guidance.

Students, administrators, teachers, and parents, then, are your audience. How are you going to use your information to the best advantage for all concerned? The first step might be to use some of the basic principles of a good public-relations program. Let your public know that you have a product. Do this by planning a weekly series of bulletin-board displays designed to tell any passer-by (whether he be student, teacher, administrator, or parent) what occupational opportunities there are available in business and what kinds of training are needed to qualify for those opportunities. And really do a good job of dressing up your information in an attractive package designed to draw respectful attention. The students who helped you collect the information, classes in the business subjects that you are teaching, the business club, or a committee of the business teachers themselves can be so organized that the work will be a burden to no one. To further your program of public relations, consult the art teacher as to effective display methods. He, then, becomes one more person informed about business education.

One school injects a personal note on its bulletin board by posting each week a picture of a successful graduate of the business curriculum, together with a picture of the place where he works and a description of the kind of work he is doing. To the administration,

this proves the effectiveness of instruction in the department; and to the students, it is a stimulus to greater effort.

There is one caution to be made about bulletin boards. Don't expend all your energies on one display and leave it there indefinitely. Once you have caught the attention of your audience, change the material weekly and keep the audience coming back. A bulletin-board display grown hoary with age does not advertise your up-to-dateness. If you are limited by time and assistance, make your display simple. One picture or one description of a job changed every week is more effective than one large display changed once a year.

A school newspaper, a bulletin issued by the business department, a pamphlet set up by an office-practice class or by a business club, the school page in the local newspaper, a radio program on the school-radio system or the local broadcasting station can all be disseminators of business occupational information. The office-practice class of one school studies the occupations in the community and publishes small bulletins for distribution among students telling them about their findings. Another school tells businessmen, parents, and students about its co-operative training program in a similar manner. Station WCAU in Philadelphia broadcasts occupational information programs with the help of high school and college students. Back of each of these situations, there is a teacher who has sought information and is putting it to use for the guidance of students who are within the realm of her influence.

Occupational information may also be put to use in the counselling of individual students. Some schools have an elaborate counselling program functioning under a well-established guidance department. If your school has a guidance counsellor or a guidance department, you should seek to make your specialized business knowledge available through that organization. It is not always possible for a guidance worker, servicing a whole school, to be familiar with all the details of the occupational requirements of business; and you should make yourself available to supply such information when and where it is needed.

If no such program exists, then do what you can do to counsel students within the limits of your own program. Plan a regular consultation hour for individuals to come and talk about their work plans.

A personal interview with a student, who wants some help concerning his choice of occupation, requires a different skill than does teaching a class in shorthand or bookkeeping. In the classroom situation, it is generally the teacher who exercises the final authority over decisions made. In the counselling situation, the teacher has no authority or right to make any decisions for a student. The decision should be his and his alone. This requires an adjustment in attitude and approach to the student on the part of the teacher.

### **Person-to-Person Relationship**

The physical setup of the counselling scene might be considered first. Try to set the stage, so that you meet the student on a person-to-person basis instead of a teacher-student basis. If you are meeting with a student in a classroom, sit with him at his desk, or place two chairs in another part of the room, instead of remaining at your desk and making him sit on the other side of it like a prisoner at the bar. This gives the physical impression, at least, of a person-to-person relationship, which is productive of more freedom and informality of discussion. If you can find a room for counselling purposes that is not a classroom, so much the better.

When the physical stage is set, so as to be conducive to freedom of conversation, then consider yourself and what you are to do or not do. Your genuine interest in helping the student with whatever problem he has must be shown in your facial expression. Looking slightly bored, secretly amused, preoccupied, or mildly skeptical is no encouragement to a student to seek information from you. What he needs is someone to listen sympathetically and not laugh at some of his "crazy" ideas, which may turn out to be quite sound. And your complete attention should be his. Don't fuss with papers or try to listen to him with one ear while trying to hear something else in the next room with the other ear.

Don't let a student feel ill at ease. If he seems so, start him talking about the things with which he feels familiar and secure—the subjects he is taking, the football game yesterday, the brother just back from the war. From these familiar and easy topics of conversation, you can lead into the questions or problems that are in his mind.

During your conversation, keep in mind that

you are not the teacher in this situation, that telling what to do is not a part of this job. You give information, you help him to think through his problems with the aid of the information; but his decisions are his to make and not yours. Bear in mind that you cannot know a person's inner feelings, his likes and dislikes, and all that contributes his sequence of experiences. Bear in mind that the decision *you* might make on the basis of your experiences would not necessarily be desirable for a person with other experiences. Point out the various plans of action available to him and help him think through the advantages and disadvantages of each one, but let the decisions for final action be his.

Help the student terminate the interview easily. Summarize the points that have been made and restate the plan of action he has decided upon, and, by rising, indicate the end of the discussion. A final word should encourage him to return if he has other questions or problems.

If you wish to build student confidence in yourself, keep every interview confidential. There is nothing more devastating to a youngster than to know that what he tells a teacher he tells the whole school. It is a sure-fire way to ruin your own personal potentialities as a good counsellor.

Keep some sort of record of each interview. You may do as little as just tabulating the number of times you talk to a student. But be sure that you do at least that. Then, at the end of a semester or a school year, you will be able to present to your administration the facts concerning your guidance activities. The interviewer in the personnel office of a business house can tell you just how many interviews he can handle in a day. The business teacher, in a comparable businesslike manner, should be able to tell just how many interviews he can handle in his schedule. Such a businesslike activity tends in its own small way to guide the thinking of the administration concerning the importance and value of the work you are doing in your field.

The personal satisfaction that will come to you by releasing the information you have about business occupations and thereby guiding students, teachers, administrators, and parents into wise decisions will reward you richly and serve to generate the continuance of a greatly needed service.

## Transcription Error

GRACE V. WATKINS

*Simpson College, Indianola, Iowa*

She was a stirring and colorful blonde.  
He said, "I shall hire you, my dear.  
We like them with charm to amuse and disarm.

Are the duties and hours quite clear?"

On the morrow, he dictated gently and low,

"Your order we cannot ship out  
Unless your remittance is promptly received.

I trust this is clear without doubt."

But when her transcription was laid on his desk,

His horror can quite be believed,  
For he read: "Your order we cannot ship out

Unless your remains are received."

## Education and the 1947 Federal Budget

"EDUCATION expenditures will require a significant share of the national income in the fiscal year 1947," President Truman pointed out in his message to Congress delivered January 21. "State, local, and private expenditures for the current support of elementary, secondary, and higher education are expected to be substantially above 3 billion dollars in that year. These non-Federal expenditures will be supplemented by Federal expenditures estimated at 625 million dollars in the present Budget. Of this amount, the estimate for veterans' education, as previously mentioned, is 535 million dollars. Other amounts include 21 million dollars for the support of vocational education in public schools, 5 million dollars for the land-grant colleges, 50 million dollars for the present school-lunch and milk program, 1 million dollars for the Office of Education, and approximately 13 million dollars for various other items. In view of the major policy issues which are still under study by the Congress and the administration, no specific amount has been determined for the Federal grants, previously recommended in this message, which would assist the States generally in assuring more nearly equal opportunities for a good education."



## N. A. B. T. T. I. Annual Meeting



ELVIN S. EYSTER

THE annual meeting of the N.A.B.T.T.I. was held in Cleveland, Ohio, on Friday and Saturday, February 22 and 23, with President Hamden L. Forkner, head of the Department of Business Education, Teachers College, Columbia University, pre-

siding. Thirty-two member institutions were represented; and several prominent business educators, in addition to the institutional delegates, were in attendance.

In his opening address, Doctor Forkner outlined for the consideration of the convention some twenty-four questions bearing on practices in business-teacher training institutions, and on ways and means whereby those engaged in business-teacher training can be of greater service to education in general and to business education in particular. Questions that were considered to be of the greatest interest were discussed, and the action taken will be reported in the annual proceedings of the Association.

The convention was also addressed by Professor Paul Salsgiver, of Boston University; Dr. J. Frank Dame, Temple University, Philadelphia; and Dr. L. D. Haskew, executive secretary, Committee on Teacher Education of the American Council on Education. Professor Salsgiver discussed the business-education program of the armed services; and Doctor Dame took for the subject of his address, "The Future of Business-Teacher Organizations and the Part Teacher-Education Groups Should Play in Their Development." Doctor Haskew discussed the implications for business education of the work of the Commission on Teacher Education.

The following new officers were elected at the regular business meeting, Saturday morning:

*President*—Dr. Elvin S. Eyster, University of Indiana, Bloomington; *Vice-President*—Dr. Peter L. Agnew, New York University, New York City; and *Treasurer*—Professor W. A. Larimer, North Texas State Teachers College, Denton. Dr. Frances Henderson, Oklahoma A. & M. College, Stillwater, continues in office as *Secretary* of the Association. The newly elected directors are Professor William Einolf, University of Pennsylvania, Philadelphia; and Dr. E. G. Knepper, Bowling Green University, Bowling Green, Ohio.

On the basis of action taken at the meeting, the editor of N.A.B.T.T.I. publications will be elected hereafter rather than appointed by the president. Dr. Stephen J. Turille, Madison College, Harrisonburg, Virginia, who has been serving as editor, was elected to continue in that capacity.

A new editorial board consisting of three members was created at the Cleveland meeting. President Forkner appointed the following to serve on the board: Dr. J. Frank Dame, *Chairman*; Miss Edith Winchester, Carnegie Institute of Technology, Pittsburgh; and Dr. Harm Harms, Capitol University, Columbus, Ohio.

(We are sorry that we do not have pictures of all the new officers and board members at this time.)



PETER L. AGNEW



E. G. KNEPPER



W. A. LARIMER



FRANCES HENDERSON



J. FRANK DAME



EDITH WINCHESTER

# Co-operative Retail Training

## In Retrospect

DONALD K. BECKLEY

**I**N studying how to operate a co-operative retail-training program more effectively, we who are concerned with distributive education often overlook one highly valuable source of criticism and comment: what the graduates of the program think about it. Inasmuch as they have taken the course and have held the co-operative jobs in stores, they should be well qualified to comment on whatever improvements in the co-operative arrangement they believe would be desirable. It is true that former students may have their views colored by the quality of their own performance in class and on the job, and the more capable students may, in general, speak more favorably than those who have done poorly. An objective approach to the question of how one's schooling and initial business experience could be improved it is not always easy to obtain, yet it is well worth attempting.

With this thought in mind, the Department of Retailing at the Rochester Institute of Technology recently sent out a questionnaire to a sample group of graduates of the past sixteen years. This group included not only those who had remained in retail work, but those who had gone into other fields, as well as women students who had married and retired to private life. A wide range of jobs in retailing and other lines was covered. The questions asked concerned a variety of subjects, such as the good and bad features of retail work, present professional activities, as well as suggestions for changes in the curriculum.

### **Reaction to Co-operative Training**

Two questions that may be of particular interest to others conducting co-operative programs in business education concern the reaction of graduates to the co-operative work they performed. These questions are: "Do you feel that co-operative work experience provided you with a practical knowledge of the field?" and "From your own experience, what are some ways in which we can improve the educative value of co-operative employment?"

Because the responses to these questions were

so varied, and in some cases stated at some length, it is not feasible to tabulate them. It is of interest, however, to note the nature of some of the comments on these two questions. The following remarks have been selected to indicate the variety of some of the opinions and the range of the attitudes expressed:

#### *Some Student Comments.*

"I wish only that my co-operative work had provided more varied experience."

"Co-operative plans should have more publicity, so that the employers would know what the schools are doing and the purposes for which the students are being trained."

"Co-operative work provides a very valuable overall picture of the field."

"Stores speak of wanting 'new blood' so badly but do not seem to have any real appreciation of the problems or the place of co-operative students who could supply it."

"In working in a wide variety of departments under many buyers, I gained a valuable knowledge of how to—and how not to—run a department and handle salespeople."

"Co-operative work teaches the value of money and the importance of competition in business success."

"Many of the fears and insecurities of the first days in the business world were easily overcome by going back to school and talking them over with instructors and other students."

"Co-operative work teaches the value of money and the importance of competition in business success."

"Some means should be found to give students more responsibility on co-operative jobs."

"In doing co-operative work in the various stores, one comes into contact with all types of people. This in itself is a broad education."

"Stores could help students to learn more by opening up their workrooms and other behind-the-scenes departments."

"Surely it would be extremely difficult to break into the retail business if you had not had some real experience in meeting the public as customers."

"Many of the things I learned in school probably would have been lost if I had not had the opportunity to put them into practice so promptly."

"Whenever possible, students should always be placed in the type of store in which they wish to work. The atmosphere is the quality that makes or breaks them!"

"A co-operative job gives you time to find out whether you are fitted for the field in which you are being trained."

"More direct contact with store management would help us to feel that we were learning how to become executives."

"Co-operative work helped me to get over the feeling of being so 'green' and so poorly prepared to earn a living."

"Co-operative jobs make it possible for students to get experience in a wide variety of departments—both selling and nonselling—in which ordinarily they would never work."

"I'm all for the broad view of the field provided by rotating on co-operative jobs. It takes the 'guess-work' out of deciding what kind of a job you want at graduation!"

### Conclusions

Comments such as these—which may well represent expression of opinion by many retailing students elsewhere—are of interest in indicating to us the good features of co-operative education as we offer it, and also in showing us the job that is still to be done. Better co-ordination with stores, a more carefully planned job schedule for co-operative work, and a closer tie-up between work experience and course materials are three areas in which most co-operative retailing programs need improvement. Progress must always be made, and the opinions of our students and graduates should not be overlooked in planning the improvements to be undertaken.

## O. B. E. Activities

*Pupils who hold the Senior Certificate of Achievement for one of the monthly tests in transcription or bookkeeping published in the Business Education World are eligible for membership in the Order of Business Efficiency. O.B.E. members may wear the official members' pin, which sells for 60 cents.*

### Chapter News

★ *Chapter 158.* The Maple Ridge Junior-Senior High School, Haney, British Columbia, was organized in January under the sponsorship of Noel Stewart. The chapter is comprised of twenty charter members.

★ *Chapter 159.* Students of Frances Houston, Richmond, Michigan, Public School, held their organization meeting in January. Frances Houston is teacher-sponsor.

★ *Chapter 160.* A hearty welcome is extended to the newest member of our fast-growing O.B.E. Sister M. Victoria, of the Nazareth (Texas) High School, installed this chapter in February and is teacher-sponsor.

The members are bookkeeping enthusiasts—most of them already hold three bookkeeping superior achievement certificates and the entire class has participated in each monthly bookkeeping contest.

## Off the Press

### Business Education Index—1945

Delta Pi Epsilon, business education's honor graduate fraternity, announces the publication of its sixth annual index of writings in the field of business education.

This service project was initiated with the publication of the 1940 Index. In 1943, in addition to the annual index, the fraternity also issued a 64-page *Bibliography of Research Studies in Business Education* for the period, 1920-1940.

These valuable references are being published by the BUSINESS EDUCATION WORLD and may be obtained from it at the prices quoted below. Every business educator will find a complete set of these publications a most desirable addition to his professional library.

The 1945 Index was compiled and edited by Dr. M. Herbert Freeman, of Alpha Chapter, New York University. Business education articles are indexed both by author and subject and were selected not only from business education periodicals but also from general education magazines and yearbooks.

Fill out and mail

THE BUSINESS EDUCATION WORLD  
270 Madison Avenue  
New York 16, New York

Please send me the following Delta Pi Epsilon publications:

- ☐ Business Education Index—1945 @ \$1.50
- ☐ Business Education Index—1944 @ 1.25
- ☐ Business Education Index—1943 @ 1.00
- ☐ Business Education Index—1942 @ .75
- ☐ Business Education Index—1941 @ .75
- ☐ Business Education Index—1940 @ .75
- ☐ Bibliography of Research Studies in Business Education, 1920-1940—@ 1.00

Amount enclosed \$..... Bill me ☐

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# We're Proud of Our Boners

BLANCHE LAVICTORY

SEVERAL years ago, Margaret Wise, the office-machines teacher, and I, the English teacher, were lamenting the fact that students feel free to make errors in English on any work not done for English credit. We were anxious to impress upon our students, all prospective office workers, that English is not something one uses during a scheduled hour and then forgets the rest of the workday. We decided to do something about it and started our now famous Boner Sheets.

Each business teacher reports periodically to the English teacher any errors in spelling, word division, grammar, punctuation, and the writing of numbers. For example, one of the 4 English students goes through the carefully corrected written lessons for office machines and records these facts: names of those who made errors in English, actual errors made, and corrections. Entries are recorded like this:

NAME	ERROR	TYPE OF ERROR	CORRECTION
Smith, Jane	6 columns are shown.	Numbers	Six columns are shown.

The correction of the error would be unnecessary, except that it gives the superior student practice in correcting errors and offers him an incentive for making the Boner Sheets.

The shorthand teacher compiles, frequently and systematically, a list of misspelled words which have appeared on transcripts; and she also records the number of students who misspelled each word. The typing teacher reports errors in word division and punctuation.

As soon as a Boner Sheet has been prepared, class time is allowed for its careful consideration. I try to be very cautious in discussing these errors because students should leave such a class with, "We had a Boner Sheet today and we learned a lot!" instead of, "It was horrible today. We were scolded for errors on the Boner Sheet." In addition, there should be none of the stigma of a "spy system" attached to this co-operative effort among the teachers to catch English errors. Students are told quite frankly about the Boner Sheet a long time before the first list appears in class.

An effort is made to instill a positive attitude toward a discussion of errors by assuring students that no names will be mentioned before the class and by telling them that the Boner Sheet should accomplish the following two aims: (1) It should impress them that English is important in *all* school classes, just as it is important *all* day in an office. (2) It should teach them correct usage, which is demonstrated by the correction of their mistakes.

As each error is discussed, the correct form is emphasized—not the error. For instance, this entry may occur on the Boner Sheet:

NAME	ERROR	TYPE OF ERROR	CORRECTION
Smith, Jane	One of the boys were here.	Agreement of subject and verb	One of the boys <i>was</i> here.

I say, "Let's review the agreement of subjects and verbs with emphasis on the correct verb for those sentences having intervening prepositional phrases."

Every time a misspelled word appears on the Boner Sheet, students write the correct spelling in their notebooks; and those words constitute their next day's spelling lesson. As usual, a 100 per cent score is everyone's aim!

Students are excused from business English when they can write a good business letter and when they know sufficient grammar, spelling, and punctuation to do acceptable and mailable letters in an office with high standards. If my judgment has proved faulty, and a student whom I have pronounced ready to go to work—as far as English is concerned—appears on the Boner Sheet, his final grade in English is revoked, until he completes work demonstrating his understanding of the type of error that caused his appearance on the Boner Sheet. Usually, however, the students who make contributions to the Boner Sheet are taking business English and have not yet received their final recommendation.

Individual conferences with each student who appears on the Boner Sheet follow class discussion. Each "contributor" is asked if he needs



further help on the point he missed. A serious effort is made to treat this error list as a business proposition, not as a "crime" list. It is my job to see that students are prepared in "office English." The Boner Sheet is just another means of finding out what they need and of making certain that they are ready for an office. Students are quick to adopt the same businesslike attitude.

An English teacher leads a really dismal existence around school. He hears in the hall and in the teachers' room that Jane put an apostrophe in "hers" and Peter omitted one in "don't." Unless he does something about

it, he can only feel guilty at such times and mentally resolve to teach apostrophes again—if he remembers and if he does not hear five other "language atrocities" his pupils have committed before he reaches his classroom.

We're proud of our Boner Sheets because, when teachers call to my attention the transgressions of Jane and Peter, we know that these errors will appear on the Boner Sheet and that we will do something more constructive than merely feeling guilty. What is more important, we know Jane and Peter realize that careful English is not something one uses for one hour a day, but that it concerns all office work.

#### BONER SHEET

NAME	ERROR	TYPE OF ERROR	CORRECTION
Hill, Gladys	The number of key strokes <i>equal . . .</i>	Agreement	The number of key strokes <i>equals . . .</i>
Johnson, Diana	<i>similiar</i>	Spelling	<i>similar</i>
Ramons, Dorothy	The <i>soldier's</i> of Washington . . .	Apostrophe	The <i>soldiers</i> of Washington . . .
Bell, Luella	The following ratings are given; <i>know-ledge</i>	Punctuation	The following ratings are given: <i>knowl-edge</i>
Kenna, Mary		Syllabication	<i>busi-ness</i>
Johnson, Everett	<i>spec-ial</i>	Syllabication	<i>spe-cial</i>
Donald, Sue	25 replies have been received.	Writing of Numbers	<i>Twenty-five</i> replies have been received.
Vonn, Evelyn	Erasures and changes spoil the appearance of a check and also <i>looks</i> suspicious.	Agreement	Erasures and changes spoil the appearance of a check and also <i>look</i> suspicious.
Hudson, Glenn	Accumulative multiplication is <i>when . . .</i>	Grammar	A <i>noun</i> element, not an ad- verbial element, is used after "is."
Matt, Juanita	The advantage of this feature would be to enable one to list a page number without <i>it</i> being added to the total.	Grammar	The advantage of this feature would be to enable one to list a page number without <i>its</i> being added to the total.
Smith, Vera J.	<i>It's</i> purpose is evident.	Spelling	<i>Its</i> purpose is evident.
Kennedy, Betty	Division is proved by multi- plying the divisor by the quotient, the answer should be the dividend.	Punctuation	Division is proved by multiply- ing the divisor by the quo- tient; the answer should be the dividend.
Blake, Clyde	I <i>will</i> be glad to take your report.	Shall—Will	I <i>shall</i> be glad to take your report.
Bolton, Anne	Your order <i>number</i> 610 is be- ing shipped today.	Writing of Numbers	Your order No. 610 is being shipped today.

#### The Romans Had a Word for It

The word *desk* comes from the Latin word, *desca*, meaning table, says the Wood Office Furniture Institute. Many early desks had only one or two drawers. The present type of office desk with a pedestal of drawers on either side has been in general use for less than a century.

In many offices the importance of an executive is indicated by the size of his desk, says the W.O.F.I. If he has one that is longer than 5 feet, he becomes a "66-inch executive." Quality of wood, as well as design, also is indicative of executive importance.



A. A. BOWLE

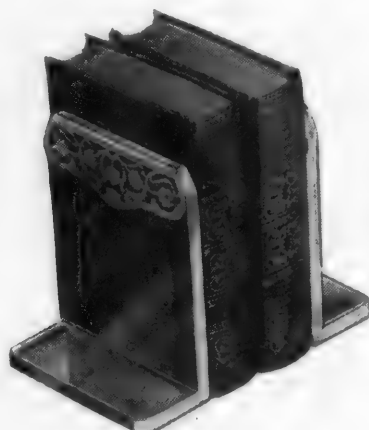
**50** The Cole De Luxe Steel Card Cabinets are designed for card-record systems and for use on desks or tables. Ideal for the school office or library, they are constructed of best-grade, extra-heavy, cold-rolled furniture steel, electrically welded throughout. Rubber legs are provided, but can be removed easily when units are stacked. Drawers are equipped with ball suspension to prevent accidental withdrawal from cabinet. Also a newly improved positive lock compressor, to keep cards in place, is provided. Lock and key may be obtained if required.

**51** There's the new Morriset Pen and Pad for the principal's office. They are made of durable, nonbreakable Tenite, having a handy, finger-tip 3 inch by 5 inch memo pad in the base. They are available in single colors and combinations to harmonize with the office. Light or dark walnut-color grains match the finest furniture. The pens have black taper, single gold band, and barrels to match the stand.

**52** Copybrite Alco-Fluid is fast drying, free from objectionable odor, and noncorrosive. This duplicator fluid is now packaged in gallon bottles and manufactured by Copy Papers Inc.

**53** Masonite Floor Mats, sizes 36 inches by 48 inches and 48 inches by 54 inches, are now ready for delivery. The corners are rounded, the edges beveled and the mats come maroon, brown, and green. They help save the linoleum or rug under your office or classroom chairs.

**54** Book ends with a sparkling, jewel-like finish of highly polished Lucite are the newest in this field. The de luxe model features rich, silver-finished grillwork to contrast with its simple, classic lines, as may be seen in the accompanying illustration. Almac Plastics Inc. is the manufacturer.



**55** The original Norta Plastic Type Cleaner does a good, all-round job of cleaning typewriter type. A gentle roll does the trick. No scrubbing or rubbing. Just mold NORTA, then press and roll it gently back and forth; and the grease, dirt, and ink have been lifted from your typewriter type in one easy, clean operation. The Norta Distributing Company is the distributor of this product.

**56** Steeless Kleradesk by Sengbusch is made without an ounce of steel or rubber—without altering the basic design that made its reputation as one of the greatest aids to desk workers. The base and assembly rods are wood. The dividing uprights are treated hard board, which gives a warm, pleasing appearance and great durability. Model 6V-S forms into six divisions, equal to six baskets or trays, and takes less space than one.

A. A. Bowle  
The Business Education World  
270 Madison Avenue, New York 16, N. Y.

April, 1946

Please send me, without obligation, further information about the products circled below:

50, 51, 52, 53, 54, 55, 56

Name .....

Address .....

# Comments on Our February Editorial

The editorial entitled "Budget Problems" is condensed here for the convenience of our readers.

**T**HE business education department has inherited a budget problem that has yet to be solved and that must be solved—*now*. The problem, of course, is a financial one; but such a small sum of money is involved that it is ridiculous to admit that the problem cannot be solved.

Businessmen tell us that the majority of typing graduates cannot make satisfactory carbon copies rapidly enough, that they cannot cut stencils, that they cannot erase neatly, that their touch is not even, that they cannot set up a letter artistically on an actual letterhead, or address envelopes quickly.

How much money is actually involved in the purchase of carbon paper to train an advanced typing class of, say, forty pupils? A generous estimate for letters, bills, telegrams, business reports, and legal papers would be 1,000 sheets of carbon if each sheet was used only ten times. Schools can obtain a good grade of carbon paper for \$7.50 a thousand. In other words, by adding only \$7.50 to the supplies' budget for each advanced typing class of forty students, that problem would be licked.

Now, let us consider the stencil problem. Students can learn to cut excellent stencils after practicing on five stencils with adequate instruction. Stencils cost from 12 to 15 cents each. An additional allowance of \$30 a year will cover this item, and this problem will be licked.

A good grade of envelopes can be obtained for \$2.20 a thousand. For an expenditure of \$8.80, forty students can be given practice in addressing 100 envelopes each.

Erasing cannot be done satisfactorily on cheap paper. Neither can an even touch be developed by students who are required to write on both sides of cheap paper. Both of these problems can be solved by a judicious use of a better grade of paper for the production assignments, which occupy approximately three-fourths of the time of the advanced typing course. This better grade of paper is available in letterhead pads and business forms, which are supplied by publishing companies at very low cost.

To summarize this financial problem: by an expenditure of approximately \$65 a year for an advanced class, a commercial department can correct these weaknesses and do a businesslike job of training business typists. The time has come to stop discussing this problem and to direct our efforts toward obtaining an additional allowance of \$65 for each advanced typing class of forty students.

JOHN N. GIVEN, supervisor of commercial education, Los Angeles, writes:

"I like your editorial. I like it because it is specific, direct, tangible, and concrete. If more of our magazines would carry editorials of this type, I believe much benefit would result. As you know, so many of our editorials philosophize and theorize to such an extent that the teacher sees no practical application of the matter under discussions.

"May I make one suggestion? Your last paragraph is a little on the 'rough side.' It is too belligerent in tone; furthermore, at least in our school system, the allocation of supply money to the commercial department is greater than that allocated to science and home economics combined.

"We obtain all the carbon paper we need from the billing section of our business department. This carbon paper, after one use, is still excellent for our purposes. Office practice classes have access to as much as they need."

DR. JESSIE GRAHAM, supervisor of commercial education, Los Angeles, says:

"I heartily agree with your editorial on supplies. It is helpful to teachers to point out the solution

to a practical problem. We do not have the problem in Los Angeles, as adequate supplies of satisfactory quality are furnished."

BERNARD A. SHILT, supervisor of secondary commercial education, Buffalo, New York, comments:

"Our students in advanced subjects—secretarial practice and office practice—obtain the following minimum practice on supplies furnished by the Board of Education: addressing fifty envelopes, cutting four stencils, and doing work involving the use of four carbons.

"These classes also take on many of the following projects, in which case envelopes, stencils, cards, and other supplies are furnished by the person or organization sponsoring the work: addressing envelopes for the school office—letters going to parents, alumni, and students' reports; addressing envelopes for school and outside organizations—science clubs, commerce clubs, American Legion, and others; cutting stencils for teachers—tests, outlines, and so forth.

"Pupils are required to furnish their own typing paper, which is usually bought through the school store, the grade and quality having been selected by the teachers."

Mr. Shilt also adds that "Providing a good grade of paper alone will not ensure satisfactory erasing. The teacher must insist upon the students using proper erasers."

A MIDWESTERN SUPERVISOR of business education also urges the teacher to act.

"In my opinion, the failure to state the needs of business education in a businesslike way, supported by facts and figures, is one of the principal reasons why business education is unable to get the supplies and the *equipment* that it needs. If the facts are properly presented to the principal of a school, action can be secured in most cases; and the supplies and equipment, essential to successful instruction, will be obtained. My point is simply this: Teachers themselves must take action."

MISS MAUDE E. MUSGRAVE, supervisor of business education, Scranton, Pennsylvania, also recommends action.

"The editorial, 'Budget Problems,' gives definite, concise, and practical information concerning the very necessary supplies for an advanced class in typing. I am certain that this editorial will be used to support teachers' requisitions.

"This editorial will make a real contribution to the cause of business education and will be read with approval by all teachers in this field."

ARTHUR J. BECKER, supervisor of commercial subjects, Salt Lake City, writes:

"The problems that you mention have been solved to some extent by furnishing the typing pupils, through the teachers, all the carbon paper they need. This is done by collecting from the Salt Lake City Farm Credit Bureau 800 to 1,000 sheets of once-used carbon paper each month. It is given to us by the Bureau in size 11 inches by 24 inches. Also, our Purchasing Department saves and gives us the carbon paper that they use. Our storeroom employees then cut all this paper, so it may be used by pupils and in the school offices."

Concerning envelopes, Mr. Becker says, "We may not have a very good way for the teaching of envelope addressing, but the central office furnishes teachers mimeographed forms to be used in the teaching of envelope addressing. High school seniors buy a package or two of envelopes."

### **Other Proposed Suggestions**

As has been suggested in some of these comments, office supplies are not the only problems confronting business teachers and administrators.

<sup>1</sup> For suggestions as to supplies and correct ways of using them, see "Teachers Have Asked Me," by Irol V. Whitmore, B.E.W., September, 1942, p. 37 and October, 1942, p. 99, and "How to Camouflage Errors" by Dorothy M. Fike, *Gregg Writer*, April, 1943, p. 405.

E. DUNCAN HYDE, supervisor of commercial education, Baltimore, Maryland, sees the question of supplies as part of a larger problem, when he says:

"Money is always a problem in any public-school system. I do not believe the head of any business-education program exists who does not feel that he could do far more if he were not restricted in the funds allotted him. It becomes, therefore, not so much a matter of raising additional funds for some part of the educational program, as how wisely the apportionments for the various parts of the program are made.

"It is true that the teacher's attention should be directed strongly toward the improvement of pupil techniques in an effort to meet the demands of the employer. In so doing, he must evaluate properly the importance of the several elements that enter into this improvement. There are the matters of new equipment, maintenance of existing equipment, textbooks, quality of instruction as represented by teacher personnel, and, of course, supplies. Each of these will have to be so balanced as to provide the very best of which the system is capable.

"To me, therefore, it is not solely a problem of raising more funds for supplies, but rather one of improvement all along the line. A too great insistence upon added funds for one part of the program may have the effect of refusal to a subsequent request made when the need may be even greater."

LLOYD H. JACOBS, state supervisor of distributive education in New Jersey, also sees that "the need of additional money in the business education department is an important problem."

He suggests as another problem the lack of business experience on the part of many instructors. His comment is:

"Frankly, I think you have been overly generous to the teachers and students in the third paragraph: 'Teachers are aware of these weaknesses, but neither they nor their students are to blame for them.' I would prefer to see that part of the sentence after the comma deleted from the editorial. I feel you are giving both teacher and student 'too clean a bill of health.' Improper teacher-student attitude and the lack of business experience, on the part of many instructors, to realize what represents available copies and acceptable stencils also play a very important part in this whole matter. I realize such plain talk in an editorial would not be too tactful.

"My final comment would be that too many of our business education teachers would not know the influential businessmen to be contacted in the community to obtain the necessary financial backing. Teachers are grand folks; but too many of them, even in business education, forget to acquaint themselves with the businessmen in their trading area for whom they are supplying personnel."

PAUL M. BOYNTON, supervisor of business education, Hartford, Connecticut, expresses another point of view about supplies.



"If business teachers will specifically request needed supplies for an office practice course, they will get them in most cases. It has been my experience that if I gave adequate reasons for wanting supplies, provided the sum was not excessive, the superintendent of schools would generally grant my request.

"There is another factor that enters into the picture for the large city. When it comes to the question of purchasing workbooks, letterhead pads, and expensive business forms for a large number of pupils, cost is an item. It has been my experience that many teachers do not use up a workbook in a year or exhaust the supply of letterhead pads that were purchased for them by the board of education. These then are wasted, as next year's class will need new pads and new workbooks. The cause of this waste is that, in most office practice classes that I am familiar with, there is not enough time in a forty-five minute period to cover the content of the course.

"Business teachers should order judiciously the supplies that are needed and then use them up after they are purchased. For example, how many office practice classes will use up one hundred envelopes for each pupil, in addition to all the other materials they work with during the term?

"The real bottleneck is time, not supplies. The solution, as I see it, is a two-year sequential course in office practice, with adequate office machine equipment available. At the present time, it is equipment that is missing from our high school office practice classes, not supplies."

W. R. BLACKLER, assistant state supervisor of the Bureau of Business Education of the State of California, writes:

"This is a topic that should merit the consideration of business educators and heads of departments. In business education we are interested in a well-trained student who can adjust quickly to the demands of employment and who can turn out quality and quantity of work with a minimum of direction and errors."

M. G. HUNT, superintendent of schools, Portales, New Mexico, agrees that:

"With a very small expenditure of money, it would be possible to do a good deal more training."

BERNARD F. BAKER, supervisor of vocational business education, Chicago Public Schools, believes that:

"The plan outlined has great merit, inasmuch as students are provided with the necessary materials in order to give them practical and efficient training." He adds, "I might say that the Chicago Board of Education has set up a budget to take care of supplies needed for our commercial departments."

HELEN BRONSON, of the High School at Winchester, Massachusetts, also calls attention to the need for proper supplies by saying:

"May I suggest that a good quality stencil and mimeographed paper be included as *highly desirable*."

E. F. BURMAHLN, director of business education, of Lynchburg, Virginia, reports the reaction of three teachers and remarks:

"Looks like we must do something definite about carbon copies, stencils, envelopes, onionskin paper—all extra items needed to turn out better commercial graduates."

ERMA LEE PORTER, of Lynchburg, is convinced that:

"Advanced typing classes should have plenty of carbon-copy work, also stencil cutting. Then, by the time a student graduates, he has had two terms of experience in each or both."

MRS. RUTH SCHULTZ, also of Lynchburg, thinks that teachers should:

"Demand that every letter have an envelope and a carbon copy—some letters with six onionskin copies—in one semester of work. We don't teach stencils along with typewriting, but I think they should be taught. Legal paper, legal cover sheets, index cards, and workbook are used."

MARGARET WILLIAMS, of Lynchburg, has managed through makeshift means to solve partially this problem.

She reports that for three years she used samples supplied by a salesman, and at another time collected a 5-cent fee to cover carbon paper. No allowance is made by the school for stencils, but "we cut them for grammar grades, and a few charity organizations. I think students should be required to buy at least three stencils if the school does not provide them." Miss Williams requires students to buy one package of large and one of small envelopes, except when they address envelopes for organizations. For two years, her classes have addressed all the envelopes for the *Bulletin* published by the American Association of University Women.

FROM ONE large manufacturing city in the East comes this information:

The business education classes in the high schools are now using annually twenty sheets of carbon paper, five stencils, and fifty envelopes for each pupil. Each commercial classroom is issued twelve typewriter erasers a year.

ERNEST A. ZELLIOT, director of business education in the Des Moines, Iowa, Public Schools, believes that:

"Certainly the quantity of stencils, carbon paper, and stationery specified should be the minimum provided in some way. Perhaps the cost should be included in the school budget; this should be in agreement with the policy regarding supplies for all departments. In Des Moines, we have an allowance for stencils, carbon paper, manifolded and mimeo-

graphing paper. In addition, students are expected to buy typing paper, 200 filing cards, 150 envelopes, and other practice materials.

"Considerable mimeographing, manifolding, dictation and transcription, and other work is done for different departments and the school offices by advanced stenographic students; the department or office for whom the work is done is expected to provide the necessary supplies.

"There should be no lack of a reasonable amount of office supplies for use in stenographic training classes. The resourceful teacher will see that they are obtained, in one way or another!" If there is a lack, the teachers should undertake constructive measures to correct the situation; mere complaints, odious comparisons, and negative criticisms, sometimes indulged in by teachers, will accomplish little. Perhaps the aid of businessmen may be solicited, but ordinarily a frank presentation to the school administration is sufficient.

Mr. Zelliot considers the last sentence in the editorial a bit sarcastic and not good salesmanship.

AMANDA H. SCHUETTE, supervisor of commercial education, Green Bay, Wisconsin, writes:

"The commercial departments do not have a problem of inadequate supplies, for requisitions are usually filled as requested.

"Teachers do not often present their problems in a businesslike way. I am afraid they teach *about* subjects but do not show how they should function; and so, when their own problems appear, they can see no solution.

"I once wanted to introduce dictating machines into our departments. I called many businessmen to inquire whether this added skill would be of help to them. When they agreed, I asked them to write a friendly letter to the superintendent suggesting the addition of new equipment. Meanwhile I had figures and data to submit to the school board. We got the machines.

"Tell the teachers to put their facts, figures, and arguments in a well-set-up letter."

RAYMOND C. GOODFELLOW, director of business education, Newark, New Jersey, agrees that proper materials are important and thinks that teachers can do more to obtain them. He says:

"The editorial is excellent. However, I can't conceive of a situation such as the one set forth in this editorial. If we send for a carpenter to do a piece of work, we expect him to come prepared with all the necessary tools to do the job. It would

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<sup>2</sup> The compiler of this report knows of one teacher who haunted the school office and collected scrap paper, so that students might have practice in erasing on good quality paper. But the teacher should not have to use his valuable time in this way.

To me, the whole tenor of the editorial is somewhat surprising. In our school system, our teachers are most often criticized for *not using* all the available supplies!!"

likewise be very extravagant to pay a teacher of any subject a worth-while salary and expect her to deliver the necessary training without the tools necessary to do the job as it should be done. In any worth-while school system, I believe that the tools are ready and at the command of the teacher at any time.

"There are also teachers and chairmen of departments who have so little backbone that their wants are never known, consequently they do not have the tools. I believe that any aggressive teacher can obtain adequate supplies in normal times; and if a teacher is not aggressive, then, in my judgment, she doesn't deserve consideration."

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#### Editorial Note

Supervisors, Heads of Departments, and Teachers: If you have any other school problems that you think others could help you solve, won't you describe them and send them in to the B.E.W.? As far as space will permit, we shall be glad to pass them on to our readers and publish the suggested solutions.

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### Demonstration with Panel Spotlights Supervision of Government Typists

SUPERVISION of government stenographers was given a forthright and colorful demonstration in a meeting of the Federal Council of Personnel Administration held in Philadelphia, last January.

Chairman George Murraine Cohen led a stimulating and informative panel, while staging a demonstration by both stenographers and supervisors.

"Full Utilization of Typist and Stenographic Personnel" was the topic of the meeting. Members of the panel discussed the common faults of stenographers and typists and offered suggestions for diagnosis by trainers and supervisors. The weaknesses of supervision and the steps that may be taken to improve both supervision and training were also outlined.

The points made were brought home by active demonstrations of right and wrong methods of performance both by stenographers and typists and by their supervisors.

Members of the panel included Major W. S. Williams, chief of the Administrative Division of the S. & I. Agency of the War Department; Harold H. Smith, editor of Typewriting Publications, Gregg Publishing Company; Louis A. Leslie, associate editor of the Business Education World; and Mr. Cohen, who is training officer for the S. & I. Agency.

# What Shall We Teach In Business Arithmetic?

R. ROBERT ROSENBERG

THIS article is the second in a series of articles in which the basic skills in business arithmetic are presented.

It is hoped that these articles will aid the teacher in adjusting his subject matter to the demands of the time schedule, and will in this way make his teaching job and his teaching load easier.

*Oral Multiplication Drill on the 45 Two-Figure Combinations.* Multiplication is really a short method of addition; its purpose is to make the arithmetical process shorter, and hence easier. It is the arithmetical operation of increasing one number as many times by itself as there are units in another number.

In multiplication, as in addition and in subtraction, the two major aims are speed and accuracy. These aims may be achieved only by constant drill.

The 45 combinations of two figures that can be made with the nine digits should be copied on the board and the students called upon to multiply these problems orally by *reading* the product. These problems should be multiplied mentally until the products can be stated at the rate of 60 a minute. This speed goal is attained only when the 60-problem-a-minute speed can be performed with *absolute accuracy*.

*Computing Extensions.* The computation of the extensions on a bill is one of the most important duties of the billing clerk and of the bookkeeper. Also if the purchaser knows how to figure the extensions on a statement that he receives, he will avoid overpayment in case of error.

Practice should be provided by means of bills on which one or more of the extensions are transposed or otherwise incorrectly stated.

*Proving Multiplication by the Casting-Out-Nines Check.* The casting-out-nines check is a short and helpful check in proving multiplication. Add the digits in the multiplicand, multiplier, and product horizontally; cast out the nines and write the remainder, or excess of nines. When the excess of nines in the multiplicand and the multiplier are multiplied and

the nines cast out of this product, the excess, or remainder, must equal the excess of nines in the product of the problem.

*Short Methods of Multiplication.* In order that the multiplication process may be performed with ease and speed and without the sacrifice of accuracy, certain so-called "short methods" have been devised that help greatly in the accomplishment of these two aims.

1. *Multiplication by 10 or by a Multiple of 10.* Move the decimal point in the multiplicand as many places to the right as there are ciphers in the multiplier, and multiply the result by the first number in the multiplier.

2. *Multiplication by 25 or by a Multiple of 25.* a. To multiply by 25, multiply first by 100. As 25 is  $\frac{1}{4}$  as great as 100, the product should be  $\frac{1}{4}$  as great. Therefore, divide by 4.

b. To multiply by 50, multiply first by 100. As 50 is  $\frac{1}{2}$  as great as 100, the product should be  $\frac{1}{2}$  as great. Therefore, divide by 2.

c. To multiply by 75, multiply first by 100 and divide by 4, to get a product the multiplier of which is 25; then multiply the result obtained by 3.

d. To multiply by 125, 250, 500, 750, and so on, move the decimal point in the multiplicand three places to the right, so multiplying by 1,000; then perform operations similar to those in cases a, b, and c.

3. *Multiplication by 11.* To multiply by 11, write the units number of the multiplicand for the units number in the product; add the units and tens numbers for the second number in the product; add the tens and hundreds numbers for the third number in the product; and so on. Finally, write the left-hand figure in the multiplicand as the final number in the product.

4. *Multiplication by Any Two Numbers of Two Digits Each.* This is one of the most useful of the short methods. Every step in the multiplication process is the same as in ordinary multiplication, except that the total of the second operation is *carried*. Thus:



$$\begin{array}{r}
 47 \\
 \times 53 \\
 \hline
 2,491
 \end{array}$$

$$\begin{array}{l}
 3 \times 7 = 2(1) \\
 3 \times 4 = 12 + 2 = 14, \text{ carry} \\
 5 \times 7 = 35 + 14 = 4(9) \\
 5 \times 4 = 20 + 4 = (24)
 \end{array}$$

*Note:* In the illustration, the numbers in parentheses are the numbers that are to be written in the product.

5. *Multiplication by the Hundred, Hundred-weight, Thousand, or Ton.* a. When goods are bought or sold by the hundred (per C), or by the hundredweight (per cwt.), move the decimal point two places to the left in the quantity figure and multiply by the price per C or per cwt.

b. When goods are bought or sold by the thousand (per M), move the decimal point three places to the left in the quantity figure and multiply by the price per M.

c. When goods are bought or sold by the ton (per T), it is better to divide the price per ton by 2, to arrive at the price per thousand pounds, and then proceed as in case b above.

*Proving Division by the Casting-Out-Nines Check.* Division is really the reverse of multiplication. It is the arithmetical operation of determining how many times one number is contained in another. The student must recognize the dependency of division on the multiplication process in order that he may determine promptly the number of times a divisor is contained in another number.

All results obtained in arithmetical computations should be checked for accuracy.

The casting-out-nines check is an excellent short check in proving the accuracy of division.

When the excess of nines in the divisor and in the quotient are multiplied together, and to this product is added the excess of nines in the remainder, the result should equal the excess of nines in the dividend.

*Short Methods of Division.* 1. *Division by 10 or by a Multiple of 10.* Move the decimal point in the dividend as many places to the left as there are ciphers in the divisor, and divide the result by the first number in the divisor.

2. *Division by 25 or by a Multiple of 25.* a. To divide by 25, move the decimal point in the dividend two places to the left, and you have divided by 100. As division by 25 should give a quotient 4 times larger than division by 100, multiply the result obtained by 4.

b. To divide by 50, divide by 100 and mul-

tiple the result obtained by 2, as a number divided by 50 should give a quotient 2 times as big as the quotient found by dividing the same number by 100. Thus:

c. To divide by 75: (1) divide by 100; (2) multiply the result thus obtained by 4, to get a quotient the divisor of which is 25; and (3) divide this answer by 3.

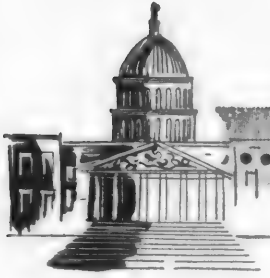
d. To divide by 125, 250, 500, 750, and so on, move the decimal point in the dividend three places to the left, so dividing by 1,000; then perform operations similar to those in cases a, b, and c above.

## What Is the Law?

The food, delivered to Williams by mistake, was consumed by him. Must he pay for it?



Yes. As a reasonable person, Williams must know that he is expected to pay for the food. It is an accepted principle of law that a person who uses articles that he knows were delivered to him by mistake impliedly promises to pay their reasonable value.—R. Robert Rosenberg.



## NEWS...FROM...WASHINGTON...

**T**HE following story appears in the N.E.A. Journal for March:

"A Citizens' Federal Committee on Education has been established. The purpose of this Committee is to provide a channel, whereby a representative group of lay leaders will serve as an advisory group to the U. S. Office of Education and will reflect the thinking of laymen on educational problems of national significance. It is proposed that there shall be three meetings of the Committee each year, not to exceed three days for each meeting.

"The development of the Citizens' Federal Committee on Education is a significant forward step. Never before in the history of American education have so many influential laymen been concerned, in an official and continuing advisory capacity, with the national problems and opportunities faced by our schools and colleges.

"Following are the personnel designated as members of the Business Committee: (1) Thomas C. Boushall, president, Morris Plan Bank of Virginia (Chamber of Commerce of the U. S.); (2) Margaret A. Hickey, national president, National Federation of Business and Professional Women's Clubs; (3) Roland B. Woodward, Rochester, New York (Chamber of Commerce of the U. S.).

### **Education On the Air**

Frequency modulation broadcasting permits are rarely asked for by schools, colleges, and other educational institutions. Out of more than 500 requests in Federal Communications Commission dockets, only 25 are from schools. Many Washington educators, therefore, fear that education will miss its second and possibly last chance to put radio to work for the cause of learning.

Many aids are available to educators embarking on FM projects. Dr. R. R. Lowdermilk, at the U. S. Office of Education, offers free a wealth of planning and technical information, including a 20-page digest of data on such problems as power and location of transmitters, a summary of organizational steps taken by state committees, and a review of FM costs.

General Electric Company, Schenectady, New York, will send copies of a booklet it prepared for the New York State Department of Education, giving a breakdown of FM operating costs, with comparisons between per capita costs of this and other educational services.

For help in legal matters pertaining to educational FM broadcasting, write to Walter B. Emery of the FCC.

When the programming stage is reached, the transcription and script exchange service of the U. S. Office of Education is as useful for FM broadcasting as it is for AM.—*Educator's Dispatch*

### **Change for W. D. Boutwell**

William D. Boutwell, former director of information and radio for the United States Office of Education and lately a member of the staff of *Scholastic* magazines, has transferred to the New York offices of *Scholastic* magazines, where he will serve as a director of public relations for the Scholastic organization and also as special assistant to the publisher of the *American Vocational Journal*.

### **Education for Veterans**

Spotlight to date is on the veteran seeking college or post high school education. But these make up only 40 per cent of veterans planning to go to school. The N.E.A. is focusing its attention on the 60 per cent who still have to finish high school. Not only housing, but also readjusted secondary-school courses, teachers skilled in adult-education methods, and teaching tools comparable to those used in the Army are lacking for these men. Hence, N.E.A. is creating a special veterans-education unit, to help schools of less-than-college grade.

Hartford, Connecticut, has set up high schools devoted entirely to G.I.'s. . . . New York City's regular day and evening high schools enroll 4,000 veterans. . . . Philadelphia plans "college centers" for veterans in city high school buildings.

### **Physically Handicapped Week**

Congress has officially designated the first week in October of each year as National Employ the Physically Handicapped Week.

# Make Your Own M

**S**AY, do you have a camera? A movie camera? Do any of the other teachers have one? Is there one of your cherubs who has one? Yes? Good. Then call that Fact No. 1 and lay it aside for the moment.

How successful have you been in trying to teach the deferred values of your subject matter; for instance, why should one sit at a typewriter correctly; why should one take extremely accurate shorthand notes; what is polite and proper conduct in an office; why refrain from chewing gum in the boss' sanctum sanctorum; what is the proper attire for the "career girl"? Did I hear you say, "fairly successful"? That's a good answer because an elementary survey of office employees will show that these subjects are not taught very successfully. And there are others! But you know *that*! Let's call it Fact No. 2.

Now, I'm sure you realize that:

1. Subject matter presented to one sense is not as well learned as that presented to more than one. (Play around with the subject of Limburger cheese if you need proof.)

2. Visual aids of one kind or another are very successful in impressing upon receptive (or nonreceptive) minds matter that might ordinarily be lost in the shuffle. Right? Let's call that Fact No. 3.

And now we're getting somewhere!

Let's make a movie! Haven't you always wanted to write a scenario? Oh, yes, you say; but I'd only make a botch of it. I'm not only an amateur, I'm a beginner. Why inflict something less than perfect on the kiddies? And it would look so amateurish—and I wouldn't even know where to start—and who'd take the pictures? And it would cost so much—and so on and on, far into the night!

## **But You Can Do It Easily**

Don't worry! The *Business Education World Advice to Forlorn Would-be Moving-Picture Producers in the Schools* has the answers to all your problems. The BEWAFWMPPS advises as follows:

1. It won't cost more than \$10 or \$20. (You're not going to make an epic, just a "short.")

2. Anybody who owns a camera will be extremely, insanely, ditheringly glad to act as photographer.

3. Take advantage of having actors who are known, in order to cover up the beginners' stigma.

4. Don't fret about writing the scenario. Your troubles will start when you try to decide what to "cut" after you and the kiddies have scenarized enough material on paper for 75 or 100 movie shorts.

CHARLES A



*It won't cost more.  
You're not going to  
a "short."*



*Anybody who owns  
extremely, insanely  
to act as photograp*



# Movies

## . . . Advice to Forlorn Would-be Moving-Picture Producers in the Schools

S. A. JUCKETT



more than \$10 or \$20.  
g to make an epic, just



owns a camera will be  
sandy, ditheringly glad  
tographer.

And as for the description that goes with it, there, teacher, is your golden opportunity. Do it yourself, when you show the film. Then, if you don't like the sound track, change it next time you project the masterpiece.

Technical details aren't too important. And you'll have fun solving them. What type of shots to use, what lights, titles, whether to use black-and-white or color, angles, and so forth—you and your assistants will have a wonderful time deciding. And do use your adolescent assistants. They'll come up with tricky approaches, ideas, and so on that will add eons to your enjoyment, solutions to your problems—and decibels to the sound effects at the script conference.

Now for the procedures. Take some subject that has been bothering you, but restrict the content. For example, let's take secretarial etiquette and show something about gum chewing, dress, and receiving visitors. Simple, what? You could write that yourself, couldn't you? OK, go ahead. It's your baby from here on. (You'll probably have to cut out the "receiving visitors" part; it might make your effort too long.)

Write your scenario in scenes. At the beginning of each scene, note the background you're going to use and what you expect to show, or prove, in that scene. Sometimes things get a bit involved, what with you on a ladder holding a light, seven persons giving directions simultaneously, your photogenic (you hope) players taking time out to discuss their history lesson, your photographer wanting to know how much footage is to go on this scene, and so on. So make your preparations well. Divide your available film among the scenes according to importance or necessity. (Start with 400 feet of 16 mm., or 200 feet of 8 mm.) And, since it will be used as a teaching device, keep that use constantly in mind.

### Upstage in a Business Office

As for scenery, use what's available. For the type of production discussed in this article, why not use the office of a businessman who is well known in the community? Don't worry about a refusal by the businessman to co-operate. It's good advertising for him. (And don't let that stick in your craw—the school will get better advertising out of the production than he will.)

Pick an office where one of your recent graduates is working and cast her in the production. As leading characters, use your students who are likely to be most successful. (In later years, you can point with pride.) And, if it isn't inconsistent with facts, use your best prospects, who are widely known and well liked. Your audiences will forgive you many technique errors if they know the players. Also try to work in some-

thing spectacular that your department is doing. It will be good publicity at Mamas' Club meetings. If you're working with local businessmen on a co-operative training project, tie the whole thing together. Publicity, if you're doing the publicizing, shouldn't do you a bit of harm and might possibly do you a great deal of good.

Now, I know you've been thinking to yourself all this time, "What are my chances of doing this and being successful?" Oh, yes you have! I'd say it's about four to one that you'll hit the jackpot. Now those are odds that would appeal to even a sure-thing better. But you can have an even greater chance of success if you:

1. Take advantage of whatever technical knowledge is available: lighting, possibilities of the camera, experienced photographers, and so forth.

2. Plan your effort, right down to the most minute details. (Of course you remember what Robbie Burns said—"The best laid plans . . . etc." but Robbie could have used a little planning himself, and *he* had genius. Maybe *we* don't.)

3. Use the too often quoted and mistreated democratic process of education. Script conferences with adolescent experts make for a we-did-it attitude that will find an appreciative audience in the taxpayer's home. (Get it?) It might make for a more appreciative audience for dear teacher too. (However, *that's* not a fundamental aim of education, dear!)

Has it ever been done? Sure! Whom by? Me! Anybody else? Sure! Who? Well, I heard about it somewhere or other, and let's not be too specific!

### **Not Good Technically—but Oh, the Interest!**

My wife and I collaborated on five separate efforts. Two of them, on home economics and shop courses respectively, were two-way publicity for the taxpayers on the one hand and the kiddies' educational guidance on the other. Another on typing was to demonstrate right and wrong techniques. Another featured a grade-school paper activity and was used to demonstrate procedures, get recruits, and propagandize. The other was an after-hours job for the local Little Theater group—a "meller-drammer." . . . Technically they were not good. Interest value was enormous. Results obtained were fantastic in proportion to the efforts expended. When we cast up accounts, the success they attained seems incredible.

### **Irrelevant Notes**

1. Don't be too successful or you'll spend all your evenings acting as master of ceremonies to a movie projector.

2. I taught my wife to take movies. She is the acknowledged expert now and gives me advice, which is listened to humbly and with respect.

3. Use a 16 mm. camera, if you can get a good one, in preference to an 8 mm. Your school projector is probably a 16 mm.

Have fun!

### **VIVID VISUAL AIDS INCREASED TRAINING EFFICIENCY**

The use of visual and auditory aids made possible the rapid technical training required by the war emergency. It has been estimated that

1. Retention of fact was increased by an average of 35 per cent. Some figures cite as high as 55 per cent.

2. Training time was cut from 35 to 50 per cent.

3. Trainees learned 25 to 35 per cent more factual and technical information.

### **YOUNG BUSINESSMEN GET A LOOK AT THEMSELVES**

Even a newspaper with a hundred thousand readers finds it worth while to make motion pictures!

The Knoxville, Tennessee, *News-Sentinel* prepared a sound movie so that its 1,400 carrier boys and their parents could see themselves as they are: young businessmen in training.

To the *News-Sentinel*, each boy is a young man in his first business venture.

Are not our students "businessmen in training"?

### **THREE REASONS FOR BUSINESS FILMS**

Esquire (April) sees behind the heavy swing of business to motion pictures: "the effective results obtained in training our soldiers and workers; the discovery that motion picture audiences are at their highest point of receptivity and lowest level of sales resistance; and the realization that, if one still picture is worth a thousand words, a series of animated pictures is worth volumes."

# School News and Personal Items

STELLA WILLINS, who headed the School Division of the Royal Type-writer Company during the war years, has been appointed manager of the School Department of that company, with an office at 2 Park Avenue, New York.



Miss Willins held the title of World's Fastest Woman Typist for many years. In 1941, she broke her own previous record of 128 words a minute by a new record of 135 words a minute, with the amazing accuracy score of 99.99 per cent, in an hour's writing.

Miss Willins will continue giving lectures and demonstrations in schools throughout the country, as she has during the past years. One of Miss Willins's many tours took her to England, where she stimulated interest in speed typing to a point of establishing a national speed contest that has become an annual event in Great Britain.

J. K. STONER, after three years of active duty in the Navy, has returned to Indiana, Pennsylvania, to head the Business Education Department of the Indiana High School and to supervise the practice-teaching program of students of the Indiana State Teachers College.

Former Lieutenant Stoner had over two years' duty with the Navy's Bureau of Aeronautics, where he was Officer-in-Charge of the Reports and Progress Section for the Naval Air Stations branch of the bureau. Later he served with the airwing of the Pacific Fleet while stationed at Pearl Harbor.

Mr. Stoner has been active in the Tri-State Commercial Education Association and became editor of its publication, the *Tri-State Business Educator*, before entering the naval service. He has published articles in several professional journals, including the B.E.W.

TOM NULL, former co-ordinator of business training in Monroe, Michigan, is now co-ordinator of co-operative office training at Western Michigan College of Education in Kalamazoo. Mr. Null taught business courses in Iowa and Illinois before coming to Michigan.

JOSEPH DEBRUM—now Lieutenant Colonel DeBrum—has returned to the United States after overseas service in England, France, Belgium, Germany, and Italy. His overseas assignment involved the organization, establishment, and supervision of universities and technical schools for the Army. He is now stationed in New York, at 205 East 42d Street, where he is engaged in the selection of instructor personnel for the Information and Education Division of the Army.

Prior to entering the service, Mr. DeBrum was well known for his professional activities on the West Coast; for his teaching at Sequoia High School in Redwood City, California; for his service as president of the N.E.A. Department of Business Education; and for contributions published in virtually every business-education magazine.

ROBERT A. MORTON has left Wooster, Ohio, to assume a position as assistant principal of the Accounting and Business Administration Department of Tiffin (Ohio) University. He will also be administrative assistant to Mr. Miller, president of the school.

Mr. Morton has attended Heidelberg College, Ohio State University (M.A. 1932), Bowling Green University, and Kent State University. For the past few years he has been proprietor of the Wooster Business College as well as a member of the faculty of Wooster College, where he taught shorthand.

JAMES D. GILBERT has accepted a position as principal of the McIntosh Business College, Haverhill, Massachusetts. Mr. Gilbert was formerly head of the Secretarial Department at John Brown University in Arkansas.

CLAUDE H. BROWN has returned to civilian life after more than two years duty with the Coast Guard as an instructor in training centers in Florida and New York. He is now serving as rehabilitation and guidance adviser with the Veterans Administration.

Before the war, Mr. Brown directed the business-education program at South Georgia College. For a time he was a member of the staff of the Naval Training School at Indiana University, where he was working toward his doctorate.

MAJOR JAMES O. THOMPSON has returned to the United States after nineteen months overseas duty in England, France, and Germany. Upon his release from the Army in the near future, Major Thompson will rejoin the Gregg Publishing Company as assistant manager of its Chicago Office.

Major Thompson's tour of duty since January, 1942, included a year's service as Commanding Officer of an ordnance medium maintenance company; ten months as Motor Officer with a detachment of special troops; twenty months as Executive Officer of an ordnance battalion; and, just prior to his return to America, eight months as Chief of the Education Personnel Branch of the Information and Education Division in the European theater.

Major Thompson had left a position as professor of commerce in the University Preparatory School and Junior College at Tonkawa, Oklahoma, to join the Gregg Publishing Company just a year before entering the service. He holds degrees from Colorado State College of Education and has taken additional graduate work at Oklahoma A.&M. and the University of Pittsburgh, where he held a teaching fellowship. A member of many professional and honorary associations, Major Thompson has taught at Oklahoma A.&M., Eastern Illinois State Teachers College, and Bowling Green Business University.

ISOBEL A. DOUGLAS, of Washington, D. C., has purchased the controlling interest in the Temple Secretarial School, of Washington, and has been elected vice-president of the school. BYRON L. LINDLEY, who has been with the school for a number of years, is president and part owner.

Miss Douglas is a graduate of Temple and was an instructor in the school from 1936 to 1942. In 1942 she resigned, to join the staff of the training section of the division of personnel of the War Production Board and rose to the position of chief of the section in 1945.

ROY W. POE has joined the faculty of Armstrong College in Berkeley, California. Recently discharged from the Navy after a tour of duty that included twenty months in the Pacific, Mr. Poe left the service as a junior lieutenant.

Mr. Poe had previously served business education in Oklahoma as a teacher, as a school department head, as a city school supervisor, as a college instructor (Oklahoma A. & M.), as a professional writer, and as a representative of the Gregg Publishing Company. Before entering the Navy, Mr. Poe gave courses on military correspondence in Murray College.

ROLAND H. NOLL is serving the South Dakota State Board for Vocational Education as a supervisor. Until recently, Mr. Noll divided his time between his joint positions of part-time supervisor for the board and part-time assistant director of business research for the University of South Dakota, at Vermillion.

Mr. Noll's office is now in Pierre, and he is devoting full time to the state program of distributive education.

ROSE MARIE ROGERS has resigned her teaching position in Liberty High School, Bethlehem, Pennsylvania, to head the Department of Commerce at the Dunbarton College of Holy Cross, Washington, D. C.

WILLIAM F. MAGEE, president of the Bethlehem (Pennsylvania) Business College, was recently honored on his eightieth birthday by students and faculty members of his school, by town officials, and by a host of friends.

C. H. BOWSER, principal of the school, acted as master of ceremonies in a program that included congratulatory remarks by MAYOR ROBERT PFEIFLE; E. KENNETH SMILEY, vice-president of Lehigh University; JOHN W. HEDGE, superintendent of Bethlehem Public Schools; and several other Bethlehem civic leaders.

Mr. Magee was presented with a gift from the faculty and student body and a huge scroll bearing the signatures of all the students in both the evening and day divisions of his school, of the faculty, and of many friends.

Mr. Magee attended Bloomsburg (Pennsylvania) State Teachers College and took graduate work at Bucknell University. He founded Bethlehem Business College in 1897.

BERNADINE BELL, after serving three years in the United States Marine Corps, rising to the rank of captain, is now associated with the merchandising firm of Jane Engel, in New York City. She is store consultant and training adviser for this nation-wide firm, which specializes in ladies' and children's clothing. Before the war Miss Bell was an instructor of distributive education in Massillon, Ohio. She is a graduate of Ohio State University.

WILLIAM E. HAINES, formerly supervisor of Business Education for the city of Wilmington, Delaware, and with the War Production Board in Washington for the duration of the war, is now associated with National Association of Manufacturers in New York City. He is in the Research and Policy Division of the association, with offices in the Time and Life Building, Rockefeller Center.



HERBERT HAMILTON, who has been on military leave, has returned to Southwestern Louisiana Institute, Lafayette, and has been named head of the Department of Economics and Business Administration.

RUSSELL J. HOSLER, now studying for his doctorate at Indiana University, will join the staff of the University of Wisconsin in June. Mr. Hosler is making as his dissertation a comparative study of business teachers and other subject groups of high school teachers in Indiana.

Mr. Hosler's professional career, which began in Ohio high schools, led to Indiana University, where he has been an assistant professor in Business Education, and during the war took him to the Naval Training School at Bloomington, Indiana, as assistant to the Educational Director. Mr. Hosler has published several articles on high school and naval clerical training programs.

Mr. Hosler's work at the University of Wisconsin will begin with the summer session, in which he will teach graduate courses in business education. He will hold the rank of assistant professor of Commerce in the School of Commerce and assistant professor of Business Education in the School of Education.

C. L. LITTLEFIELD, formerly associated with West Texas State College and Texas Christian University, is now a teacher of office management and secretarial courses at the Louisiana State University at Baton Rouge.

HENRIETTA HEIDEMANN retired in January of this year after completing her forty-fifth year of teaching. For the past twenty-seven years she has been a commercial teacher in the Community High School, Granite City, Illinois. Prior to coming to Granite City, she taught for twelve years in the Barnes Business College in St. Louis.

Miss Heidemann started her teaching as a grade-school teacher in the state of Illinois.

The B.E.W. joins her many friends in congratulating her on this record of professional achievement.

K. EZRA BUCHER, for many years a teacher of business subjects in Pennsylvania high schools and more recently employed in the accounting department of a manufacturing firm in Mechanicsburg, Pennsylvania, has returned to the educational field. He has succeeded J. Z. HERR as treasurer and business manager of Elizabethtown (Pennsylvania) College. Mr. Bucher holds a master's degree from New York University.

JACK MILLIGAN has returned from two and a half years' duty with the Navy to assume his position as chief of the Business Education Division, of Michigan State Board of Control for Vocational Education.

Mr. Milligan's tour of duty in the service included a period of seven months with a naval air unit on Okinawa. Mr. Milligan left the Navy as a lieutenant.

Besides being concerned with the promotion of distributive- and office-training programs, Mr. Milligan's department now has the additional duty of approving all on-the-job programs for veterans in the business field.

LAWRENCE THOMPSON, who has been acting chief during Mr. Milligan's absence, returns to his regular position of state supervisor of distributive education.

J. LESLIE ELLIS, who for several years has been in charge of business education at Beaver College in Jenkintown, Pennsylvania, has resigned, to accept a similar position at the Pennsylvania Military College in Chester.

THEODORE WOODWARD is leaving his position as co-ordinator of Guidance in the Pittsburgh (Pennsylvania) public schools, to accept a position as associate professor of Business Education at George Peabody College for Teachers in Nashville, Tennessee. His new responsibilities as head of the Secretarial Training Department begin with the spring quarter.

Mr. Woodward has long been active in commercial and general education in Pittsburgh. He has held numerous officerships and chairmanships in the Tri-State Commercial Education Association. He is currently, president of the University of Pittsburgh chapter of P. I. Delta Kappa.

Before entering the guidance field, Mr. Woodward taught business subjects at the Western Pennsylvania School for the Blind; for a number of years, he also taught in the Pittsburgh secondary schools.

Mr. Woodward has a master's degree from the University of Pittsburgh, where he is now a doctoral candidate. He has also attended the University of Kentucky, Harvard University, and Cambridge University in England. His prewar travels took him over all western Europe. Research, effective methods, and guidance in business education are his major educational interests.

CLIFFORD BERRY is a new staff member at the Southern State Normal School in Springfield, South Dakota. Mr. Berry previously taught business subjects in the public secondary schools in Frederick, South Dakota.

ROY E. STANTON is now instructor of business subjects at Morningside College, Sioux City, Iowa. Mr. Stanton formerly taught in the senior high school in Pittsburg, Kansas.

J. D. THIBODEAU, founder and owner of one of the oldest business schools in New England, has sold his school, the Thibodeau Business College. Founded in 1888 in Fall River, Massachusetts, the institution will continue to bear Mr. Thibodeau's name, although he has retired to his Canadian home.

The new owners are WILLIAM J. CYR, sixteen years an associate and seven years principal of the school; and ALBERT G. PIERCE, an accountant, of Fall River. Mr. Cyr and Mr. Pierce are inaugurating an extensive change in the educational program of the school and will offer a greater variety of courses for both day- and night-school students.

THE Bay Path Secretarial School, formerly the Bay Path Institute of Commerce, has moved from Springfield, Massachusetts, to Longmeadow, Massachusetts. The school was a coeducational institution until recently, but is now exclusively for young women.

JACOB LE ROY SALET, aged fifty-six, passed away on Tuesday, February 12, at his residence, 620 Forth Washington Avenue, New York, after a long illness.

Mr. Salet started his career as a teacher of typewriting and related subjects in the Wood School, New York. In 1911 he joined the sales staff of the Smith-Premier Typewriter Company, which was later merged with the Remington Typewriter Company. For most of the period up to 1934 he was the special school representative for that company in the New York metropolitan area. He later assumed the responsibility for typewriter school sales nationally as the manager of the General School Department of the Typewriter Division of the Remington Rand organization.

In 1938 he became a special school representative of the Gregg Publishing Company, working out of its New York office.

Throughout his career, Mr. Salet enjoyed the unquestioning confidence of all with whom he came in contact.

He is survived by his widow, Mrs. Mae Salet, and a daughter, Mrs. H. G. Cameron.

SHOPPERS return one-eighth of the goods they buy in department stores. In other words, according to the Twentieth Century Fund, one day's sales out of eight are a dead loss.

## Prize Winners in the December Bookkeeping Contest

The following students received cash prizes or savings stamps for their papers submitted in the B.E.W. Bookkeeping Contest for December. Names of teachers are in italics.

### JUNIOR DIVISION

#### First Prize—\$3

Reta Mae Snodgrass, Joseph Johns Jr. High School, Johnstown, Pennsylvania. *Eleanor M. Birk.*

#### Second Prize—\$2

Margaret Doreen Wilson, Kamloops High School, Kamloops, British Columbia. *E. N. Carr.*

### SENIOR DIVISION

#### First Prize—\$3

Ghislaint Ouimet, Holy Angels Academy, St. Jerome, Quebec, Canada. *Sister Marie Sylvio, S.S.A.*

#### Second Prize—\$2

Josephine Landry, Senior High School, Nashua, New Hampshire. *Mary V. Gallagher.*

### SUPERIOR DIVISION

#### First Prize—\$3

Doris Mae Persky, Columbus High School, Columbus, Texas. *Mrs. Minnie M. Wink.*

#### Second Prize—\$2

Marie Sablosky, St. Stephen High School, Port Carbon, Pennsylvania. *Sister M. Regina Pacis.*

### OTHER OUTSTANDING PAPERS

#### Fifty Cents in Savings Stamps

Space limitation does not permit publication of the long list of names of students who submitted outstanding papers in this contest. Notification and prizes have been mailed to these students.

## N. E. A. Department of Business Education Will Meet in Buffalo

THE Department of Business Education of the National Education Association will hold a streamlined professional and business meeting in Buffalo on July 1 as a part of the activities of the N.E.A. 1946 national convention. Erwin M. Keithley, of Milwaukee, is president of the department.

Inasmuch as the annual convention of the N.E.A. will be limited to a meeting of the Representative Assembly, Bernard Shilt, publicity chairman of the business-education department, suggests that business teachers request appointment as delegates representing their local or district associations of the N.E.A. Such appointment would make it possible for business teachers to attend all meetings.

# APRIL BOOKKEEPING CONTEST

MILTON BRIGGS

**H**ERE is the eighth problem in a series of contests designed to stimulate interest in all bookkeeping classes. Solution of this contest problem will require not more than one or two class periods and will provide a welcome change from textbook routine. The problem may be assigned for homework, or for extra credit.

An impartial board of examiners in New York City will grade all papers submitted in this contest, and a two-color Certificate of Achievement will be sent to each student who submits a satisfactory paper. THE BUSINESS EDUCATION WORLD will distribute cash prizes, as described below, for the best student solutions of this contest problem. All information necessary for participation in the contest is given here.

## *The Bookkeeping Contest Rules*

1. Have your students work the bookkeeping problem which follows these rules. The B.E.W. hereby grants you permission to duplicate the problem for free distribution to your students if you wish them to have individual copies. The problem is so short, however, that it can be dictated or written on the blackboard.

2. Send all solutions by first-class mail or by express to B.E.W. Department of Awards, 270 Madison Avenue, New York 16, N. Y.

3. With your papers, send a typed list in duplicate of the names of the students whose papers are submitted. Place "A" after each name to be awarded a Junior Certificate, and "C" for a Superior Certificate. Certificates must be earned in order.

4. Remit 10 cents for each paper. This fee covers in part the cost of examination, printing, two-color Certificates of Achievement to each student whose solution meets an acceptable standard. Your students will be proud to show their certificates to their parents, friends, and prospective employers.

5. Select the three papers that you consider the best, and place these on top of the papers you send in. They will be considered for the award of prizes. (Teachers who do not wish to submit

papers for certification may enter in the contest, free of charge, the three best solutions from each class.) Not less than five solutions may be submitted for certification.

6. The B.E.W. will award cash prizes in each division as follows: \$3, first prize for the best solution submitted; \$2, second prize; and prizes of 50 cents in savings stamps for other outstanding papers.

7. Each paper submitted must have this data in the upper right-hand corner; student's name in full, name of school, address of school, teacher's name in full.

8. All acceptable papers become the property of the BUSINESS EDUCATION WORLD. Papers not meeting certification standards will be returned with errors indicated.

9. The judges will be Clyde Blanchard, Milton Briggs, and Mrs. Claudia Garvey.

10. CLOSING DATE of the contest is May 10, 1946. Contest papers to be considered for prizes must be postmarked not later than midnight of that date. Papers postmarked later than that date will be accepted for certification only. Prize winners will be announced in a later issue of the B.E.W., and prizes will be mailed as soon as possible after the judges have decided upon the prize winners.

## NEXT MONTH

The ninth and final bookkeeping contest in the current series will appear in the May issue of the BUSINESS EDUCATION WORLD. The final contest is a comprehensive review, in easy-to-check test form that covers fundamental principles. Bookkeeping students in any grade can profit from the use of this review test. They will have an opportunity to earn three different Certificates of Achievement for their solutions to the May Bookkeeping Contest problem, and there will be cash prizes and savings stamps for the best papers.

# Here is the April Bookkeeping Problem

## Servall Center

*Please read these introductory paragraphs to your students:*

Servall Center is a small department store. Paul Pryor is the proprietor. In this contest problem, assume that you are employed as an assistant to the accountant who makes the financial statements for Servall Center.

On the last business day of each month, the accountant prepares a work sheet, a profit and loss statement, and a balance sheet. At the end of March this year, account balances in the General Ledger of Servall Center were as follows:

*(Dictate or duplicate this information, or have it written on the blackboard.)*

### SERVALL CENTER

PAUL PRYOR, Proprietor

*Trial Balance*

March 30, 1946

1 Cash	3,928.57	
2 Petty Cash	100.00	
3 Notes Receivable	125.50	
4 Accounts Receivable	5,076.42	
5 Reserve for Bad Debts		71.05
6 Merchandise Inventory	10,068.44	
7 Supplies	96.56	
8 Prepaid Insurance	156.66	
9 Equipment	5,045.00	
10 Reserve for Depreciation of Equipment		240.90
11 Notes Payable		2,050.00
12 Accounts Payable		1,967.07
13 Taxes Payable		249.75
14 Paul Pryor, Capital		15,812.35
15 Sales		8,942.02
16 Returned Sales and Allowances	67.39	
17 Purchases	2,047.93	
18 Returned Purchases and Allowances		56.01
19 Advertising	75.00	
20 Delivery Expense	204.70	
21 Pay Roll	1,900.94	
22 Rent Expense	300.00	
23 Taxes	196.04	
	29,389.15	29,389.15

### Additional information:

Fiscal period, one month.

Merchandise Inventory March 30, 1946, \$7,104.60.

Add  $\frac{1}{4}\%$  of net sales to the reserve for bad debts.

Supplies Inventory, March 30, 1946, \$64.50.

Estimated depreciation of equipment, 1% a month.

Taxes accrued, \$65.75.

Other adjustments are considered unnecessary at this time.

The adjustments required in this problem are given below for the information of teachers only:

Purchases	\$10,068.44	
Merchandise Inventory		\$10,068.44
Merchandise Inventory	7,104.60	
Purchases		7,104.60
Bad Debts	22.19	
Reserve for Bad Debts		22.19
Supplies Used	32.06	
Supplies		32.06
Depreciation of Equipment	50.45	
Reserve for Depreciation of Equipment		50.45
Taxes	65.75	
Taxes Payable		65.75

### Directions to Students

#### ASSIGNMENT A—For a Junior Certificate

Prepare a ten-column work sheet. You may use either pencil or pen and ink.

#### ASSIGNMENT B—For a Senior Certificate

Do Assignment A. Then, from your work sheet, prepare a Profit and Loss Statement. Use simple journal paper, or white paper properly ruled. Use pen and ink. Submit only the statement for certification; you need not send your work sheet to New York.

#### ASSIGNMENT C—For a Superior Certificate

Do Assignment A. Then, from your work sheet, prepare a Profit and Loss Statement. Submit only the statement for certification; you need not send your work sheet to New York.

### Disputed Passage

HAVE a real reserve with almost everybody, and have a seeming reserve with almost nobody; for it is very disagreeable to seem reserved, and very dangerous not to be so.—*Lord Chesterfield, Letters to His Son (Everyman's Library).*



# April Transcription Tests

CLAUDIA GARVEY

THE achievement standard for B.E.W. transcription tests is *mailable* transcripts and a reasonable rate of transcription. The minimum transcription rates are as follows: Junior, 10 words a minute; Senior, 15 words a minute; and Superior, 20 words a minute.

## TRANSCRIPTION TEST FOR THE JUNIOR CERTIFICATE

*Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 20 words each.*

*Letter No. 1: Mr. Lloyd Sweeney, 16 Washington Street, Bangor, Maine. Letter No. 2: Mr. Clyde Tugwell, 18 Morrow Street, Wellington, Maine.*

### (Dictate at 80 Words a Minute)

*Letter No. 1. Dear Mr. Sweeney: Now is the time to get busy on your search for that home in the country that you have been / promising yourself. If you intend to become a commuter, move during the spring, when you can most enjoy the / refreshing beauty of the suburbs.*

*We have a fine group of houses in a new development to show you. / Rainbow Valley is only one hour from the city, and train service is unusually good.*

*Plan to give a Sunday (1) afternoon to looking over these houses. If you prefer, you may inspect them on one of these fine spring evenings. / Return the enclosed post card, indicating when it will be convenient for you to visit Rainbow Valley; / and we shall make arrangements for transportation. Cordially yours,*

*Letter No. 2. Dear Mr. Tugwell: We have just learned that you are / the new owner of the Jackson Street apartments. Congratulations and best wishes are extended.*

*As you (2) probably know, we have been managing this property for the past fifteen years for the last owner.*

*If you have not / made other arrangements, we suggest you consider leaving the manage-*

*ment of this property in our hands. We / should appreciate an opportunity to discuss such an arrangement at your convenience. Cordially yours, (240 standard words, including addresses)*

## TRANSCRIPTION TEST FOR THE SENIOR CERTIFICATE

*Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 25 words each.*

*Letter No. 1: Mr. P. Hammerstone, Highway 3, Sebago Lake, Maine. Letter No. 2: Mr. Peter Gomez, 12 West Street, Lynn, Massachusetts. Letter No. 3: Mr. Paul Dempster, 1 Pine Street, Waltham, Massachusetts.*

### (Dictate at 100 Words a Minute)

*Letter No. 1. Dear Mr. Hammerstone: Several months ago, you listed your property with us. Up to this time, we have not had any prospects; but we / are beginning to receive inquiries from persons who plan to purchase summer homes in this vicinity.*

*At the time you decided to / dispose of the property, you planned some rather extensive repairs. Have they been completed? We wish to make arrangements to have one of our / clients inspect the property and want to be sure it will show to best advantage. Please let us know if you will be prepared for a thorough (1) inspection of the house and grounds by the week of May 6. Cordially yours,*

*Letter No. 2. Dear Mr. Gomez: Your good friend and neighbor, George Clark, has just purchased / a summer home at Sebago Lake. No doubt he has already told you about it at great length.*

*Perhaps his enthusiasm has inspired / a desire on your part to own a summer home in this section. Two cottages, each of which is only a short walk from the one just bought / by your friend, are available at present.*

*Think the matter over; and if you decide to investigate the properties, be sure to let (2)*

us know in ample time, so that satisfactory arrangements can be made for you to inspect them. Very truly yours.

*Letter No. 3.* Dear Mr. Dempster: / For the past five years, you have rented one of the Sebago Lake cottages for which we are agents. No doubt you have been planning to return / this summer. We shall be very glad to welcome you again.

But we cannot promise you the same cottage. The owner has decided to sell / his holdings, and it is highly probable that the property will be sold within the next month or two. It is very possible that the (3) new owner will occupy the house during the summer months.

Perhaps you would like an opportunity to buy it. It is offered at / \$4,000.

If you do not wish to make such an investment at this time, but do plan to spend your summer vacation in this vicinity, / be sure to contact us. We feel sure we can find a cottage that will meet your requirements. Very truly yours, (400 standard words, including addresses)

#### TRANSCRIPTION TEST FOR THE SUPERIOR CERTIFICATE

*Instructions:* Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 30 words each.

*Letter No. 1:* Mr. T. R. Martin, 1 Gotham Road, Farmington, Maine. *Letter No. 2:* Mr. Stanley Gordon, 12 Forest Street, Pleasantdale, Maine. *Letter No. 3:* Mr. Leslie Prince, 17 Spring Street, Portland 5, Maine.

#### (Dictate at 120 Words a Minute)

*Letter No. 1.* Dear Mr. Martin: Through a mutual friend, we have learned of your desire to purchase a home on Park Terrace. One of the most attractive places in that section of the / city is up for sale, and we believe it is just the kind of house you want.

The house has twelve rooms and four baths. Although it is now about thirty years old, the house is far / more solid than many built as recently as ten years ago. The entire house was completely done over a few months ago and will not require any repairs.

A / large garage that will adequately house three cars is convenient to the house but cannot

be seen from the street. The grounds are very well kept, and there are many fine shade trees (1) both in the front and in the rear of the property.

This home is one of the finest in this vicinity. If you are interested, we shall be glad to arrange an / appointment for you to inspect it. Cordially yours,

*Letter No. 2.* Dear Mr. Gordon: If you have surplus money to invest in real estate, we have some exceptionally good / bargains that will interest you. One of these is a brick house in one of the best sections of the city. It is within easy walking distance of the shopping center / and is convenient to schools and churches.

Originally the house cost \$10,000, but the owner wishes to dispose of it within thirty days and is (2) offering it for \$7,500 cash.

Another unusual buy is a small apartment house. The building is in excellent condition and / is completely occupied. Operating expenses are very reasonable and taxes low. Additional information will be supplied on request.

Let me / know immediately if you are interested in either of these houses. Cordially yours,

*Letter No. 3.* Dear Mr. Prince: If you are in the market for real estate, be sure / to contact us.

We have a complete line of real estate, ranging from large apartment houses to small cottages, including some of the finest houses in the city.

We (3) can take care of your real estate needs. Cordially yours, (400 standard words, including addresses)

#### To the Bookkeeping Editor:

YOUR term "bookkeeping à la mode" [in the February *News Letter*] is a most appropriate name for the monthly and annual contests you offer our students, and keen competition only serves to sweeten the "cream"—that exacting precision required in bookkeeping. That is one big point these practical problems have driven home to my girls.

We have taken full advantage of your entire program, and all will be graduating with the complete series of certificates you offer.—*Sister M. Mediatrix, S. S. A., St. Angela Academy, Montreal 3, Quebec, Canada.*



# The B. E. W. Summer School Directory

*(A Supplement to this Directory will be published in May.)*

## ALABAMA

STATE TEACHERS COLLEGE, Florence. Two terms: June 3-July 10; July 10-August 16. J. A. Keller, President; Nora Gray Key, Department Head.

## ARIZONA

ARIZONA STATE COLLEGE, Flagstaff. June 3-July 26. Dr. D. Ross Pugmire, Director; Dr. Ralph H. Pryor, Department Head.

ARIZONA STATE COLLEGE, Tempe. Two terms: June 3-July 6; July 8-August 10. J. O. Grimes, Director; Clair D. Cocanower, Department Head.

## ARKANSAS

ARKANSAS STATE COLLEGE, Jonesboro. Two terms: May 24-June 28; July 3-August 8. Dr. D. F. Showalter, Director; Dr. W. G. Shover, Department Head.

HENDERSON STATE TEACHERS COLLEGE, Arkadelphia. Two terms: June 3-July 6; July 8-August 10. D. D. McBrien, President; Dr. Otis Whaley, Department Head.

## CALIFORNIA

ARMSTRONG COLLEGE, Berkeley. July 1-August 9. J. Evan Armstrong, Director.

FRESNO STATE COLLEGE, Fresno. Two terms: June 17-July 26; July 1-August 9. Mitchell P. Briggs, Director; W. B. Mikesell, Department Head.

SAN JOSE STATE COLLEGE, San Jose. July 1-August 9. Joe H. West, Registrar; Dr. Earl W. Atkinson, Department Head.

UNIVERSITY OF CALIFORNIA AT LOS ANGELES, Los Angeles. Two terms: June 24-August 2; August 5-September 13. J. Harold Williams, Director; Dr. Samuel J. Wanous, Department Head.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles. Two terms: June 24-August 2; August 5-August 30. John D. Cooke, Director; Dr. E. G. Blackstone, Department Head.

## COLORADO

COLORADO STATE COLLEGE, Fort Collins. Two terms: June 24-July 19; July 22-August 16. Dr. David H. Morgan, Director.

COLORADO STATE COLLEGE OF EDUCATION, Greeley. Two terms: June 24-July 6; July 8-August 16. Dr. G. W. Frasier, President; Dr. A. O. Colvin, Department Head.

UNIVERSITY OF DENVER, Denver. Two terms: June 17-July 19; July 22-August 23. Dr. Cecil Puckett, Director and Department Head.

WESTERN STATE COLLEGE OF COLORADO, Gunnison. Two terms: June 10-June 21; June 24-August 9. Harry L. Dotson, Vice-President; T. K. Wilson, Department Head.

## CONNECTICUT

UNIVERSITY OF CONNECTICUT, Storrs. July 8-August 16. Dr. A. L. Knoblauch, Director; Dean L. J. Ackerman, Department Head.

## DISTRICT OF COLUMBIA

CATHOLIC UNIVERSITY OF AMERICA, Washington. July 1-August 10. Roy J. Deferrari, Director; Paul J. FitzPatrick, Department Head.

## FLORIDA

FLORIDA STATE COLLEGE FOR WOMEN, Tallahassee. Two terms: June 17-July 25; July 25-August 31. Luella Richey.

UNIVERSITY OF FLORIDA, Gainesville. Two terms: June 12-July 22; July 24-August 30. Dr. J. W. Norman, Director; John H. Moorman, Department Head.

## GEORGIA

MIDDLE GEORGIA COLLEGE, Cochran. Two terms: June 17-July 23; July 24-August 28. N. G. Butcher, Director and Department Head.

## ILLINOIS

EASTERN ILLINOIS STATE TEACHERS COLLEGE, Charleston. June 10-August 2. Dean Hobart F. Heller, Director; Dr. Earl S. Dickerson, Department Head.

GREGG COLLEGE, Chicago. July 8-August 16. Paul M. Pair, Principal; W. W. Lewis, Department Head.

ILLINOIS STATE NORMAL UNIVERSITY, Normal. July 1-August 23. Dr. R. W. Fairchild, President; Harry F. Admire, Department Head.

NORTHWESTERN UNIVERSITY, Evanston. Three terms: June 24-August 3; August 3-August 24; June 24-August 24. Dr. Herbert E. Dougall, Director; Dr. Albert C. Fries, Department Head.

SOUTHERN ILLINOIS NORMAL UNIVERSITY, Carbondale. June 10-August 2. Chester F. Lay, President; Harves C. Rahe, Department Head.

THE UNIVERSITY OF CHICAGO, Chicago. Two terms: June 25-July 26; July 29-August 31. Dean Garfield V. Cox, Director; Ann Brewington, Department Head.

WESTERN ILLINOIS STATE TEACHERS COLLEGE, Macomb. Two terms: June 10-July 19; July 19-August 23. Dr. Frank Beu, President; Dr. Clyde Beighey, Department Head.

### INDIANA

BALL STATE TEACHERS COLLEGE, Muncie. Two terms: June 10-July 12; July 15-August 16. Dr. John R. Emens, President; Dr. M. E. Studebaker, Department Head.

BUTLER UNIVERSITY, Indianapolis. Two terms: June 17-August 9; August 12-August 30. George F. Leonard, Director; Marguerite Lamar, Department Head.

CENTRAL NORMAL COLLEGE, Danville. Two terms: June 11-July 13; July 16-August 17. P. R. Hightower, President; Mrs. Blanche M. Wean, Department Head.

INDIANA STATE TEACHERS COLLEGE, Terre Haute. Two terms: June 10-July 12; July 15-August 16. Dr. R. N. Tirey, President; George J. Eberhart, Acting Department Head.

INDIANA UNIVERSITY, Bloomington. June 20-August 16. Dr. H. B. Wells, President; Dr. Elvin S. Eyster, Department Head.

### IOWA

DRAKE UNIVERSITY, Des Moines. Two terms: June 4-July 12; July 15-August 23. Dr. H. G. Harmon, President; Dean L. E. Hoffman, Department Head.

IOWA STATE TEACHERS COLLEGE, Cedar Falls. Two terms: June 3-August 23; June 24-August 2. Dr. Marshall Beard, Registrar; Dr. Lloyd V. Douglas, Department Head.

MORNINGSIDE COLLEGE, Sioux City. Two terms: June 7-July 17; July 18-August 23. W. J. Scarborough, Director; Roy E. Stanton, Department Head.

STATE UNIVERSITY OF IOWA, Iowa City. June 12-August 7. Dean Earl J. McGrath, Director; George M. Hittler, Department Head.

### KANSAS

KANSAS STATE COLLEGE, Manhattan. Two terms: May 27-July 23; July 24-September 14. Dean R. I. Thackrey, Director; Dr. W. E. Grimes, Department Head.

KANSAS STATE TEACHERS COLLEGE, Emporia. June 3-July 31. David L. MacFarlane, President; Dr. Ralph R. Pickett, Department Head.

KANSAS STATE TEACHERS COLLEGE, Pittsburg. Two terms: June 3-August 2; August 3-August 30. Rees H. Hughes, President; Dr. W. S. Lyerla, Department Head.

SOUTHWESTERN COLLEGE, Winfield. Two terms: May 28-July 20; July 23-August 17. W. J. Poundstone, Director; R. A. Klages, Department Head.

UNIVERSITY OF KANSAS, Lawrence. June 18-August 9. Dean George Baxter Smith, Director; Loda Newcomb, Department Head.

### KENTUCKY

MOREHEAD STATE TEACHERS COLLEGE, Morehead.

Two terms: June 5-July 12; July 15-August 21. William H. Vaughan, President; R. W. Jennings, Department Head.

UNIVERSITY OF KENTUCKY, Lexington. Two terms: June 17-July 20; July 22-August 24. Dr. Herman Lee Donovan, President; Dr. A. J. Lawrence, Department Head.

### LOUISIANA

LOUISIANA STATE UNIVERSITY, University. June 7-August 10. Dr. E. B. Robert, Director; Dr. Howard M. Norton, Department Head.

NORTHWESTERN STATE COLLEGE, Natchitoches. June 10-August 9. Dr. Joe Farrar, President; N. B. Morrison, Department Head.

### MAINE

BANGOR MAINE SCHOOL OF COMMERCE, Bangor. July 8-August 16. Chesley H. Husson, Director; Clara L. Swan, Department Head.

### MICHIGAN

FERRIS INSTITUTE, Big Rapids. Two terms: May 27-June 28; July 1-August 2. Dr. M. S. Ward, President; K. G. Merrill, Dean of Commerce.

MICHIGAN STATE NORMAL COLLEGE, Ypsilanti. June 17-August 16. E. R. Isbell, Director; John C. Springman, Department Head.

WAYNE UNIVERSITY, Detroit. June 24-August 2. James L. Holtsclaw, Director; Lydia Sutton, Department Head.

WESTERN MICHIGAN COLLEGE OF EDUCATION, Kalamazoo. July 1-August 9. Dr. Paul V. Sangren, President; Dr. J. Marshall Hanna, Department Head.

### MINNESOTA

STATE TEACHERS COLLEGE, St. Cloud. Two terms: June 10-July 19; July 20-August 24. D. S. Brainard, Acting President; C. E. Daggett, Department Head.

### MISSISSIPPI

MISSISSIPPI SOUTHERN COLLEGE, Hattiesburg. Two terms: May 31-July 2; July 5-August 6. Dr. R. C. Cook, President; W. B. Harlan, Department Head.

UNIVERSITY OF MISSISSIPPI, University. Two terms: June 3-July 15; July 15-August 26. W. Alton Bryant, Director; Karl Morrison, Department Head.

### MISSOURI

CENTRAL MISSOURI STATE TEACHERS COLLEGE, Warrensburg. May 27-August 2. G. W. Diemer, President; Mrs. Mildred M. Lass, Department Head.

NORTHEAST STATE TEACHERS COLLEGE, Kirksville. May 27-August 2. Walter H. Ryle, President; Dr. P. O. Selby, Department Head.

NORTHWEST MISSOURI STATE TEACHERS COLLEGE, Maryville. May 28-August 2. Dr. J. W. Jones, Director; Dr. Viola DuFrain, Department Head.

SOUTHWEST MISSOURI STATE TEACHERS COLLEGE,



Springfield. May 29-July 31. Roy Ellis, President; Dr. W. V. Cheek, Department Head.  
UNIVERSITY OF MISSOURI, Columbia. Two terms: June 10-August 2; June 10-August 30. Dean L. G. Townsend, Director; Merea Williams, Department Head.

### NEBRASKA

STATE TEACHERS COLLEGE, Kearney. Two terms: June 3-August 2; August 3-August 17. Herbert L. Cushing, President.

UNIVERSITY OF NEBRASKA, Lincoln. Two terms: June 3-July 12; June 3-August 2. Richard D. Moritz, Director; Luvicy M. Hill, Department Head.

UNIVERSITY OF OMAHA, Omaha. Two terms: June 3-July 6; July 8-August 10. Everett M. Hosman, Director; Dr. W. H. Waite, Department Head.

### NEVADA

UNIVERSITY OF NEVADA, Reno. Two terms: June 12-July 19; July 22-August 30. Harold N. Brown, Director; Veda B. Kinder, Department Head.

### NEW JERSEY

RIDER COLLEGE, Trenton. May 27-August 16. F. F. Moore, President; Dr. T. H. Winters, Department Head.

SETON HALL COLLEGE, South Orange. Dr. Charles Elliott, Director; Dr. Naggi, Department Head.

### NEW MEXICO

NEW MEXICO HIGHLANDS UNIVERSITY, Las Vegas. Two terms: June 3-July 12; July 13-August 16. Dean Lester B. Sands, Director; Dr. E. Dana Gibson, Department Head.

NEW MEXICO STATE TEACHERS COLLEGE, Silver City. June 4-July 27. Dr. H. W. James, President; W. J. Lincoln, Department Head.

UNIVERSITY OF NEW MEXICO, Albuquerque. June 25-August 21. Dr. Thomas C. Donnelly, Director; Eva M. Israel, Department Head.

### NEW YORK

CHAUTAUQUA SUMMER SCHOOLS, Chautauqua. July 8-August 16. Alfred H. Quinette, Department Head.

COLUMBIA UNIVERSITY (TEACHERS COLLEGE), New York. Two terms: June 5-July 2; July 8-August 16. Dr. Harry Morgan Ayres, Director; Hamden L. Forkner, Department Head.

HARTWICK COLLEGE, Oneonta. Two terms: June 10-July 13; July 15-August 17. G. Nordberg, Director; Gladys Gardner, Department Head.

HUNTER COLLEGE, New York. July 8-August 16. A. B. Cohen, Director; James R. Meehan, Department Head.

NEW YORK UNIVERSITY, SCHOOL OF EDUCATION, New York. July 2-August 9. Dean Ernest O. Melby, Director; Paul Sanford Lomax, Department Head.

SYRACUSE UNIVERSITY, Syracuse. July 1-August 10. Keith Kennedy, Director; O. R. Wessels, Department Head.

THE COLLEGE OF ST. ROSE, Albany. July 3-August 8. Sister M. Petronilla, C.S.J., Director; Sister Genevieve Louise, C.S.J., Department Head.

### NORTH CAROLINA

LENOIR RHYNE COLLEGE, Hickory. Two terms: June 5-July 12; July 15-August 21. G. R. Patterson, Director; H. L. Creech, Department Head.

MEREDITH COLLEGE, Raleigh. June 10-August 10. Carlyle Campbell, Director; Estelle L. Popham, Department Head.

### NORTH DAKOTA

STATE TEACHERS COLLEGE, Valley City. June 10-August 2. Adolf Soroos, Registrar; Mabel Snoeybos, Department Head.

UNIVERSITY OF NORTH DAKOTA, University. June 17-August 9. Dean J. V. Breitwieser, Director; Alice G. Richardson, Department Head.

### OHIO

BOWLING GREEN STATE UNIVERSITY, Bowling Green. June 24-August 16. F. J. Prout, President; E. G. Knepper, Department Head.

CAPITAL UNIVERSITY, Columbus. June 17-July 29. Earl Metz, Director; Harm Harms, Department Head.

KENT STATE UNIVERSITY, Kent. Two terms: June 17-July 27, July 29-August 31. Dean Fren Musselman, Director; Elizabeth M. Lewis, Department Head.

MUSKINGUM COLLEGE, New Concord. Two terms: June 3-July 17; July 18-August 30. J. G. Lowry, Director.

OHIO STATE UNIVERSITY, Columbus. Two terms: June 18-July 24; July 25-August 30. D. H. Eikenberry, Department Chairman.

OHIO UNIVERSITY, Athens. Two terms: June 17-August 9; August 12-August 30. Rush Elliott, Director; Doris Sponseller, Department Head.

UNIVERSITY OF CINCINNATI, Cincinnati. Two terms: June 17-July 25; July 25-August 28. Gordon Hendrickson, Director; Dr. Ray G. Price, Department Head.

### OKLAHOMA

CENTRAL STATE COLLEGE, Edmond. Two terms: May 27-July 25; July 26-August 15. Roscoe R. Robinson, President; Earl Clevenger, Department Head.

NORTHEASTERN TEACHERS COLLEGE, Tahlequah. May 27-July 25. Noble Bryan, Director; Joe L. Searce, Department Head.

NORTHWESTERN STATE COLLEGE, Alva. June 3-August 2. T. C. Carter, Director; Wilma A. Ernst, Department Head.

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE, Stillwater. Two terms: June 3-July 27; July 29-August 24. Dr. N. Conger, Dean; J. Andrew Holley, Department Head.

PANHANDLE AGRICULTURAL AND MECHANICAL COLLEGE, Goodwell. Two terms: May 27-July 19; July 22-August 16. Marvin McKee, President; Robert A. Lowry, Department Head.

SOUTHEASTERN STATE COLLEGE, Durant. May 20-July 19. T. T. Montgomery, President; Dorothy M. Clark, Department Head.

SOUTHWESTERN INSTITUTE OF TECHNOLOGY, Weatherford. Two terms: May 27-July 26; July 26-August 15. G. S. Sanders, President; A. C. Guffy, Department Head.

UNIVERSITY OF OKLAHOMA, Norman. Two terms: June 3-July 31; July 31-August 28. Dr. V. E. Monett, Director; Leona Dale Hulet, Department Head.

## OREGON

OREGON STATE COLLEGE, Corvallis. Two terms: June 18-July 26; July 27-August 30. Dean M. Ellwood Smith, Director; Dr. C. T. Yerian, Department Head.

UNIVERSITY OF OREGON, Eugene. June 18-August 29. Dan E. Clark, Director; Victor P. Morris, Department Head.

## PENNSYLVANIA

DUQUESNE UNIVERSITY, Pittsburgh. Reverend George A. Harcar, C.S.Sp., Director; Wilverda Hodel, Department Head.

ELIZABETHTOWN COLLEGE, Elizabethtown. Three terms: May 27-June 15; June 17-July 27; July 29-August 17. Dr. Henry G. Bucher, Director; John R. Haubert, Department Head.

GROVE CITY COLLEGE, Grove City. June 24-August 23. Weir C. Ketler, Director.

MARYWOOD COLLEGE, Scranton. June 28-August 6. Sister M. Cuthbert, Director; Sister M. Anacaria, Department Head.

STATE TEACHERS COLLEGE, Indiana. Three terms: June 3-June 21; June 24-August 2; August 5-August 23. G. G. Hill, Director and Department Head.

STATE TEACHERS COLLEGE, Shippensburg. Two terms: June 3-June 21; June 24-August 2. Dr. Levi Gilbert, Director; Dr. Etta Skene, Department Head.

TEMPLE UNIVERSITY, Philadelphia. Three terms: June 3-June 28; July 1-August 9; August 12-September 20. John Rhoads, Director; Dr. J. Frank Dame, Department Head.

UNIVERSITY OF PENNSYLVANIA, Philadelphia. July 1-August 9. W. L. Einolf, Director and Department Head.

UNIVERSITY OF PITTSBURGH, Pittsburgh. Three terms: June 17-July 26; July 29-August 9; August 12-August 23. Frank W. Shockley, Director; D. D. Lessenberry, Department Head.

## SOUTH CAROLINA

WINTHROP COLLEGE, Rock Hill. Two terms: June 12-July 19; July 19-August 25. Dr. Herman L. Frick, Director; Dr. Harold Gilbreth, Department Head.

## SOUTH DAKOTA

BLACK HILLS STATE TEACHERS COLLEGE, Spearfish. Two terms: June 3-July 12; July 15-

August 16. Russell E. Jonas, President; Evelyn Elliott, Department Head.

NORTHERN STATE TEACHERS COLLEGE, Aberdeen. Two terms: June 5-July 12; July 15-August 16. Dean E. A. Bixler, Director.

SOUTH DAKOTA STATE COLLEGE, Brookings. Two terms: June 10-July 17; July 18-August 24. H. M. Crothers, Acting President.

SOUTHERN STATE NORMAL SCHOOL, Springfield. Two terms: May 27-July 3; July 8-August 9. Dean W. W. Ludeman, Director; Clifford Berry, Department Head.

UNIVERSITY OF SOUTH DAKOTA, Vermillion. Two terms: June 3-July 12; June 15-August 23. William H. Batson, Director; Hulda Vaaler, Department Head.

## TENNESSEE

MEMPHIS STATE COLLEGE, Memphis. Two terms: June 5-July 31; July 15-August 21. John N. Oldham, Director.

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. Two terms: June 10-July 18; July 22-August 23. Theodore Woodward, Director and Department Head.

TENNESSEE POLYTECHNIC INSTITUTE, Cookeville. Two terms: June 3-July 13; July 15-August 24. Everett Derryberry, President; Louis Johnson, Jr., Department Head.

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 10-July 17; July 18-August 23. Dr. J. D. Hoskins, President; Dr. Benjamin R. Haynes, Department Head.

## TEXAS

EAST TEXAS STATE TEACHERS COLLEGE, Commerce. Two terms: June 4-July 12; July 15-August 23. Dean A. C. Ferguson, Director; Elton D. Johnson, Department Head.

JOHN TARLETON AGRICULTURAL COLLEGE, Stephenville. Two terms: June 3-July 13; July 15-August 24. G. O. Ferguson, Director; Z. C. Edgar, Department Head.

NORTH TEXAS STATE TEACHERS COLLEGE, Denton. Two terms: June 5-July 13; July 16-August 23. Dean B. B. Harris, Director; Dr. O. J. Curry, Department Head.

SAM HOUSTON STATE TEACHERS COLLEGE, Huntsville. Two terms: June 4-July 13; July 15-August 23. Dr. Harmon Lowman, President; J. Roy Wells, Department Head.

STEPHEN F. AUSTIN STATE TEACHERS COLLEGE, Nacogdoches. Two terms: June 5-July 15; July 16-August 28. Dr. Paul L. Boynton, President; Dr. W. D. Rich, Department Head.

SUL ROSS STATE TEACHERS COLLEGE, Alpine. Two terms: June 3-July 12; July 15-August 22. Dean T. H. Etheridge, Director; J. L. Kerby, Department Head.

TEXAS COLLEGE OF ARTS & INDUSTRIES, Kingsville. Two terms: June 3-July 14; July 16-August 23. J. R. Manning, Director and Department Head.

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Two terms: June 5-July 16; July 18-August 27. W. M. Whyburn, President.

## Study and Relax in the Shadow of the Rockies

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**Two Regular Terms:**  
June 17 to July 19;  
July 22 to August 23



#### UTAH

UNIVERSITY OF UTAH, Salt Lake City. June 10-July 19. John T. Wahlquist, Director; Dean Dilworth Walker, Department Head.

UTAH STATE AGRICULTURAL COLLEGE, Logan. Two terms: June 10-July 19; July 22-August 24. M. R. Merrill, Director; Mark L. Neuberger, Department Head.

#### VIRGINIA

FARMVILLE STATE TEACHERS COLLEGE, Farmville. Two terms: June 17-July 20; July 22-August 24. M. L. Landrum, Department Head.

MADISON STATE COLLEGE, Harrisonburg. Two terms: June 17-July 20; July 20-August 23. Dr. S. P. Duke, Director; Dr. S. J. Turille, Department Head.

RADFORD COLLEGE, Radford. Two terms: June 17-July 20; July 20-August 24. D. W. Peters, President; R. J. Young, Department Head.

#### WASHINGTON

UNIVERSITY OF WASHINGTON, Seattle. June 24-August 23. Dr. Eric L. Barr, Director; Dean Howard H. Preston, Department Head.

#### WEST VIRGINIA

MARSHALL COLLEGE, Huntington. Two terms: June 3-July 8; July 10-August 12. Dean J. F. Bartlett, Director; W. H. Childs and Lee A. Wolfard, Department Heads.

#### WISCONSIN

STATE TEACHERS COLLEGE, Whitewater. June 10-July 19. C. M. Yoder, President; Dr. Paul A. Carlson, Department Head.

UNIVERSITY OF WISCONSIN, Madison. June 21-August 16. John Guy Fowlkes, Dean.

#### WYOMING

UNIVERSITY OF WYOMING, Laramie. Two terms: June 20-July 24; July 25-August 23. Dean O. C. Schwiering, Director; E. Deane Hunton, Chairman.

#### CANADA

QUEEN'S UNIVERSITY, Kingston, Ontario. July 3-August 16. H. L. Tracy, Director.

### Significance of Education

PROBABLY never before in the history of this country has the significance of education been so fully appreciated. Said William Nichols recently on the Ford Sunday Evening Hour:

"The frontier of education calls for the best we have. It calls for the best of the new techniques—in movies, television, radio. And, more important, it calls for the best people we can find in the teachers' chairs. . . . Unfortunately, there have been times in our history when we compared the profession of teaching unfavorably with other careers. But let me tell you that now, as never before, teaching is an honored and honorable calling—because it is only by passing the best of knowledge and wisdom that we can hope for a better world.

"Our teachers, both men and women, can truly be the soldiers, yes, and heroes, of tomorrow."

### Lose Any Photos?

A QUANTITY of personal snapshots taken by a WAC while in the European theater was lost in Amarillo, Texas, and, for some reason, mailed by the finder to the Chicago office of the Gregg Publishing Company. The only identification we have of the WAC is that she was employed as a stenographer in the office of General Ross. The photos may be obtained by the owner by writing Miss Ruth Hart, The Gregg Publishing Company, 6 North Michigan Avenue, Chicago 2, Illinois.



# Your Professional Reading

M. HERBERT FREEMAN, Editor

**B**USINESSMEN like to use handbooks and guides that contain a great volume of information condensed into a small amount of space. This explains the great success that secretarial and business handbooks have enjoyed in the past few years. For example, an income tax handbook has been listed as one of the most popular nonfiction best sellers for several weeks in the *New York Times Book Review*. McGraw-Hill has just published the *Business Executive's Guide*, prepared by J. K. Lasser, author of the above-mentioned income tax guide. This handy volume of 252 pages, selling for \$3, contains the equivalent of a college program in business organization, finance, taxes, and management. The author has arranged check lists on topics of particular interest to every businessman. Under the heading of "Know the Risks of Business," he gives a list of 75 to 100 specific examples of business risks, and then shows the businessman how to avoid these risks. For the prospective entrepreneur, he has assembled a very complete list of factors that must be taken into consideration at the various stages of business organization. He does the same for the problem of deciding which form of business organization the prospective business tycoon should set up. "How to Finance a Company," "How to Borrow from the Bank," "How to Design an Accounting System," and "How to Avoid Frauds and Embezzlements" are treated in complete detail.

The business teacher will be particularly interested in the sections dealing with office administration. If you wish to read about the types of office layouts that are now being used in business firms, as well as about the latest office equipment, just consult the check list; there the information is ready and waiting for you. The author gives very specific suggestions on how to get the best out of your office equipment. Other sections of particular value to teachers of secretarial and clerical training are those dealing with "Printing, Paper, and Engraving Costs," "How to Design Business Forms," "How to Control Stenographic and Corre-

spondence Costs," "How to Control Filing Costs," "How to Cut Down the Cost of Postage," and "How to Save Office Costs or Other Expenses and Avoid Waste."

If you are looking for a single volume that can answer most of your business organization and management questions, you certainly should add this book to your reference shelf.

A great deal of the literature in business education during the past few years has dealt with the subject of in-service job training. Business teachers can use to good advantage some of the techniques developed in these on-the-job training programs. *Training for Supervision in Industry*, by George H. Fern, published by McGraw-Hill in 1945 and selling for \$2, will give you a good idea of the methods and techniques used by foremen and supervisors in teaching workmen under their supervision how to work effectively. Mr. Fern's discussion of the good supervisor applies to the supervisor of business education as well as to the foreman in a factory. His qualifications of a good supervisor, which he lists as sixty-six different items, should give those of us who are responsible for supervision in business education some idea of how to improve our supervision by measuring up to the qualities of a good supervisor. He also has an excellent list of sixty-one responsibilities of a supervisor.

Those of us who have been in the classroom for a great many years have much to learn from the training techniques developed during the war, when it was urgent to prepare inexperienced people for specific vocational jobs. Since so much of our business education program is vocational training, we should not overlook the lessons we can learn from the in-service training programs that did such a successful job in boosting our war production.

We have heard a great deal about the Consumer Education Study that is being conducted by the National Association of Secondary-School Principals in co-operation with the Better Business Bureau. To make the study more complete



the Consumer Education Study asked the social studies, mathematics, home economics, science, and business education associations to consider the role of their special subjects in consumer education. The Business Education Committee was headed by Professor Ray G. Price, and its report is entitled "The Relationship of Business Education to Consumer Education." It was published by the Consumer Education Study in 1945, and single copies may be obtained free on request from the Consumer Education Study. In this pamphlet, the Business Education Committee investigated the need for consumer education, the objectives of consumer education, the establishment of a school program of consumer education, and the relationship of business education and the consumer. In answer to the question of what business education can contribute to the total program of consumer education, the following topics were offered as a guide to business teachers:

Financial planning	Frauds and swindles
Insurance	Sources of information
Investments	Marketing
Credit	Communication
Taxes	Transportation
Prices	Legal relationships of
Housing	buyer and seller
Banking	Consumer, producer, and
Buying problems	labor relationships

Under the learning activities and instructional methods suggested for consumer education, the following techniques were presented:

1. Strive for community support.
2. Utilize community agencies.
3. Use supplementary materials freely.
4. Use opportunities for active research and investigation by the students.
5. Provide for individual oral reports.
6. Organize projects.
7. Utilize planned discussion.
8. Use field trips.
9. Make up displays and exhibits.
10. Invite visiting speakers.
11. Devise experiments and tests.
12. Make some use of written reports.
13. Obtain work through committees.
14. Have students develop scrapbooks, notebooks.
15. Organize debates on some issue.
16. Teach through demonstrations.
17. Achieve vividness by dramatization.
18. Arrange interviews.
19. Make studied use of audio-visual aids.

A brief but carefully selected annotated bibliography completes the twenty-eight page pamphlet.

### Rapid Reviews

#### *The Revenue Act of 1945*

A complete analysis and discussion of the tax law that governs the collection of income taxes

during 1946 is given in the *Journal of Accountancy*, January, 1946, pages 42-51. Every teacher of bookkeeping and accounting should study the detailed explanations in this article, which relate not only to corporations, but to individuals. Business teachers in general should be thoroughly familiar with income tax practices, because the teachers in every school seem to look to the business department for assistance and guidance in tax problems. A half hour spent in reading and analyzing this material will not make you an income tax expert, but it will at least give you some idea of the new tax regulations.

#### *Typewriting Textbooks for Business Schools*

Dr. Dorothy C. Finkelhor makes an excellent analysis of the typewriting texts available for use in colleges and business schools. It is possible, after reading this article, to become familiar with the contents of the typewriting textbooks used in most schools on the post-high school level. You will find this material in the *Business School Executive*, December, 1945 issue, pages 116-120. You can undoubtedly obtain a copy by writing to the National Council of Business Schools, Washington, D. C.

#### *Realistic Preparation for Employment Opportunities in Retailing*

Professor James Gemmell discusses the failure of education to keep pace with changing occupational trends as they relate to the field of retailing, in the February, 1946 issue of *Occupations* on pages 273-276. He has made a careful analysis of the lag between occupational trends and educational practices and sets them up under the following headings:

Difficulties Facing the Leaders of Business Education  
 Difficulties Facing High School Teachers  
 Difficulties Facing High School Administrators  
 Difficulties Facing Teacher-Training Institutions

His observations and comments under teacher training are particularly keen. He says that only a small minority of the teacher-training institutions adequately prepare teachers of retailing. Consequently, some high school teachers blame the colleges for failing to prepare them adequately for the job that now faces them. The college spokesmen, on the other hand, contend that retailing is omitted from the college program of studies because there is little demand for it. They agree that only a few high schools teach retailing; hence, the demand for teachers of retailing is negligible. Such reasoning leads into a vicious circle. The high school teachers blame the colleges for failing to offer adequate teacher preparation, and the colleges reply that adequate preparation is given for the subjects that are currently

taught in high school. The high schools promise to teach retailing as soon as teacher-training institutions produce teachers who can teach it. The colleges reply that retailing teachers will be prepared as soon as high schools create a demand for them by adding retailing courses to the high school program of studies. After analyzing the difficulties, Professor Gemmell makes recommendations to high school teachers and administrators, to teacher-training institutions, to state departments of education, and to state legislators.

#### *Comparison of the Ed.D. and the Ph.D. in Education*

Graduate students who are at the point of continuing their studies for the doctor's degree are frequently baffled as to which degree would be better for their particular purpose. This article by Ernest V. Hollis of the United States Office of Education, in the *School Review* for February, 1946, on pages 77-82, sheds some light on the characteristics of both degrees. The author points out that, during the ten-year period between 1930 and 1940, twenty-four universities awarded 804 Ed.D. degrees as compared with the 2,731 Ph.D.'s in education awarded by fifty-six graduate schools. He presents figures and charts to show that half of the Ed.D. group and 56 per cent of the Ph.D. group were engaged

primarily in teaching. Administration was the primary but not exclusive duty of 44 per cent of the Ed.D. recipients and of 35 per cent of the Ph.D. group. Research was the major concern of only 6 per cent for either classification. None of the differences is as great as might have been expected between two degrees that have announced objectives varying so widely. In summarizing his study, the author says that the evidence seems to suggest that the prestige associated with either the Ed.D. or the Ph.D. degree in education is more closely related to that of the university awarding it than to the inherent nature of either degree. Prestige is also related to the clientele that the individual college chooses to serve.

*Radio Bibliography—Educational Radio Scripts and Transcription Exchange.* Prepared by Gertrude G. Broderick and Ruth M. Howland. Washington, U. S. Government Printing Office, 1945. 18 p. 10 cents.

Contents: General; Careers in Radio; Broadcasting Technique and Script Writing; Education; Radio Sources; Technical Aspects of Radio; Television; Education Recordings and Equipment; Frequency Modulation; Periodicals; Sources of General Information on Education by Radio.—*School Life*

## Our Contributors

- Donald K. Beckley, instructor in retailing in the Rochester (New York) Institute of Technology, writes on "Co-operative Retail Training in Retrospect," page 422. Mr. Beckley was awarded his A.B. and M.S. by Columbia and is now completing residence requirements for his Ph.D. at the University of Chicago. Mr. Beckley has written numerous articles for several well-known publications and is also co-author of a book on merchandising. During the years 1942-1945, he was a member of the Examinations Staff for USAFI at the University of Chicago, besides serving with the Army.

- Paul M. Boynton, author of "Better School Supervision," page 416, has been state supervisor of Business Education for Connecticut since December, 1941. Before that he was head of the Commercial Department, Central and Congress High Schools, Bridgeport, Connecticut. Mr. Boynton holds master's degrees from both Boston University and Harvard University.

- Edna L. Gregg, teacher of business subjects at Coloma (Michigan) High School, previously

taught in the Stewardson and Blue Mound (Illinois) Community High Schools. She received her master's degree from the University of Texas. Miss Gregg's helpful article, "As Others See Us," is on page 407.

- Harry Huffman, Horace Mann-Lincoln School of Teachers College, New York, was granted his A.B. by Western Michigan College of Education and his M.A. by the University of Michigan. He has taught business subjects in Scottville and Kalamazoo (Michigan), which well qualifies him to write the article, "Six Weeks of Shorthand and Typewriting," on page 412. Mr. Huffman is a member of Kappa Delta Pi, Phi Delta Kappa, and the Business Education Club.

- Charles A. Juckett, High School, East Hampton, New York, has his A.B. and M.A. from New York State College for Teachers. He has written several articles for various magazines. Mr. Juckett's hobby is cinematography, as you may well realize from his article, "Make Your Own Movies," on page 434.

# Inter-American Calendar

## April

- 1—All Fool's Day, given to practical jokes and playing tricks on one's friends.
  - 6—Army Day in the United States.
  - 6, 1917—The United States declared war on Germany in the First World War.
  - 7, 1943—Bolivia declared a state of war with Germany and Japan, and signed the Declaration of the United Nations.
  - 8, 1513—Juan Ponce de Leon took possession of Florida in the name of Spain.
  - 9, 1865—Lee surrendered to Grant, at Appomattox, Virginia, ending the Civil War.
  - 10, 1847—Birthday of Joseph Pulitzer, publisher and founder of the Pulitzer prizes in literature and journalism.
  - 13, 1743—Birthday of Thomas Jefferson, statesman, political philosopher, and third president of the United States.
  - 14—Pan-American Day—the great holiday of the American hemisphere.
  - 18, 1775—Paul Revere made his famous ride through the New England countryside, to arouse the colonial patriots.
  - 19, 1883—Birthday of Dr. Getulio Vargas, president of the United States of Brazil.
  - 21—Easter Sunday—the great religious holiday of the Christian world commemorating the Resurrection.
  - 24, 1936—Trade agreement signed between Guatemala and the United States.
  - 27—National Boys and Girls Week—observed in nearly every community in the United States from April 27 to May 4. The celebration will mark the twenty-sixth annual observance of this important youth event.
- With the theme, "Building for Tomorrow with the Youth of Today," the program is designed to focus the attention of the public on the problems, interests, and recreations of youth, and on the part played by the home, church, school, and youth-serving organizations in the development of character and good citizenship in growing boys and girls.
- Information about Boys and Girls Week, and helpful suggestions for carrying out the program of the week, including a poster and a Manual of Suggestions, may be obtained free of charge from the National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago 1, Illinois.
- 27, 1882—Birthday of Ulysses S. Grant, military leader and eighteenth president of the United States.

- 28, 1758—Birthday of James Monroe, fifth president of the United States, and promulgator of the Monroe Doctrine.
- 28, 1788—Maryland ratified the Constitution, thereby becoming the seventh state in the Union.
- 29, 1941—The United States and Canada signed the Hyde Park Agreement, a war co-operation pact.
- 30, 1789—George Washington was inaugurated first president of the United States.
- 30, 1812—Louisiana admitted as the eighteenth State in the Union.



### Pi Omega Pi Has Extra Copies of Review

PI OMEGA PI reports that it still has on hand a number of copies of its publication, "Review of Significant Studies in Business Education."

This review contains abstracts and reviews of thirty-one significant theses and dissertations in Business Education completed at The University of Southern California between 1937 and 1944. Several pages are devoted to each study, including purpose, method, findings, and most important tables and charts. Stencil-duplicated. Price \$1. Write to Dr. E. G. Blackstone, 1526 Fourth Avenue, Los Angeles, California.

### Are You Sales-Minded?

PULSE, published by Occidental Life, gives the following tips on how and how not to approach a sale—there's a lesson in it for all of us.

A prominent airline formerly replied, when questioned if flights were scheduled for that day, "No, we are sorry, but the weather will not permit our flight this afternoon." Connotation: Air travel is hazardous.

Now the answer has been changed to: "No, our flight has been canceled because the weather is not up to our standards." Connotation: Safety ideal of the airline is high.

Here are other tips on how to put yourself in the other fellow's place:

*Wrong*—"I was down this way and thought I'd drop in to see you."

*Right*—"I planned this trip because I wanted to see you about—"

*Wrong*—"Do you understand what I mean?"

*Right*—"Am I making myself clear?"

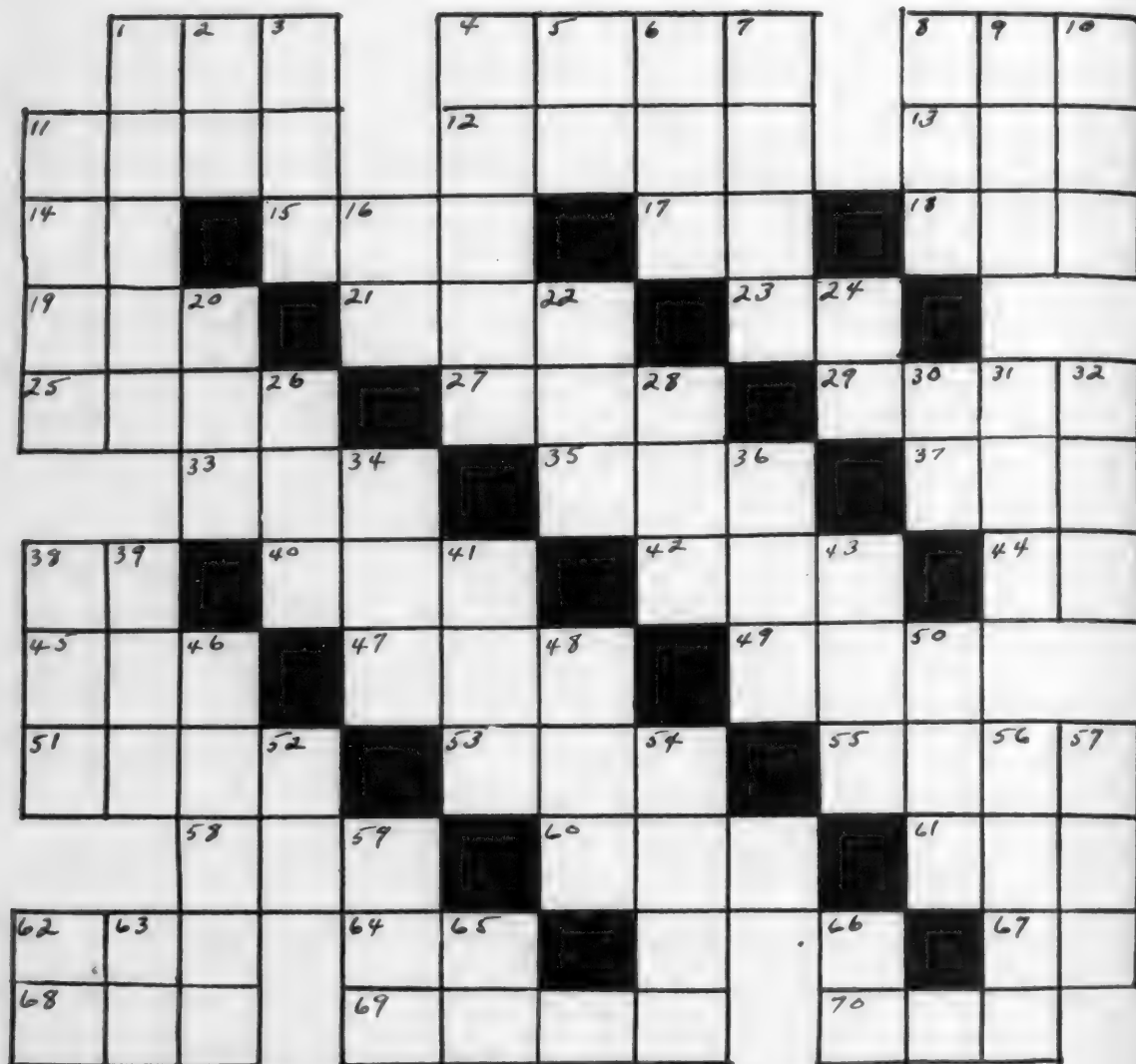
*Wrong*—"Sorry you were not willing to give my line a try."

*Right*—"Thanks for going over this thing with me. I'm sure we'll work together later on."

*Office Appliances*

# Shorthand Crossword Puzzle

ISOBEL DOUGLAS



Fill in the blanks with the shorthand spelling of the words defined, one shorthand character in each space. The key is on page 455.

- | HORIZONTAL               |                              | VERTICAL                                  |                                |
|--------------------------|------------------------------|---|--------------------------------|
| 1. Immortal part of man. | 25. Plan.                    | 53. Good fortune.                         | 1. Particular.                 |
| 4. Group of tents.       | 27. Benefit.                 | 55. Thrifty management in handling money. | 2. Delight.                    |
| 8. Self-reliance.        | 29. Allot.                   | 58. Charts.                               | 3. Mature.                     |
| 11. Put into practice.   | 33. Dread.                   | 60. Monotony.                             | 4. Division or class.          |
| 12. Exact.               | 35. Obese.                   | 61. Kind of fish.                         | 5. Admit.                      |
| 13. Glisten.             | 37. Not present.             | 62. Dilatory.                             | 6. Marts.                      |
| 14. Pronoun.             | 38. Passage through or over. | 64. Hotel.                                | 7. Arranges compactly.         |
| 15. Metal vessel.        | 40. Juice of a plant.        | 67. Examine closely.                      | 8. Self-command.               |
| 17. Inquire.             | 42. Refined.                 | 68. Favorable opportunities.              | 9. Mud used in making pottery. |
| 18. Urn.                 | 44. Inventory.               | 69. Without definite aim.                 | 10. Pursues.                   |
| 19. Exert.               | 45. Classify.                | 70. Cautious.                             | 11. Faulty.                    |
| 21. Faiths.              | 47. Origin.                  |   |                                |
| 23. Exceptional.         | 49. Deprive of office.       |   |                                |
|                          | 51. Alphabetical list.       |   |                                |



- |                                       |                                   |                |                |
|---------------------------------------|-----------------------------------|----------------|----------------|
| 16. Purpose.                          | 41. Management of public affairs. | 18. vase       | 10. follows    |
| 20. Act of shortening a sail.         | 43. Personal practice.            | 19. exercise   | 11. amiss      |
| 22. Secure.                           | 46. Air.                          | 21. beliefs    | 16. object     |
| 24. Compensate.                       | 48. Adapt.                        | 23. special    | 20. reef       |
| 26. Soldiers' meals.                  | 50. Dwell in.                     | 25. scheme     | 22. safe       |
| 28. Girl's name.                      | 52. Enjoy.                        | 27. gain       | 24. pay        |
| 30. Past tense of lie.                | 54. Empire.                       | 29. allocate   | 26. mess       |
| 31. Gratify.                          | 56. Attentive.                    | 33. fear       | 28. Nan        |
| 32. Contemplates.                     | 57. Period of time (pl.)          | 35. fat        | 30. lay        |
| 34. Speed contest.                    | 59. Appear.                       | 37. absent     | 31. oblige     |
| 36. Periodic rise and fall of rivers. | 62. Declare.                      | 38. transit    | 32. considers  |
| 38. Do business.                      | 63. Strong affection.             | 40. sap        | 34. race       |
| 39. Shallow receptacle.               | 65. Title.                        | 42. nice       | 36. tide       |
|                                       | 66. Toil.                         | 44. list       | 38. transact   |
|                                       |                                   | 45. arrange    | 39. tray       |
|                                       |                                   | 47. source     | 41. policy     |
|                                       |                                   | 49. depose     | 43. experience |
|                                       |                                   | 51. catalogue  | 46. atmosphere |
|                                       |                                   | 53. luck       | 48. suit       |
|                                       |                                   | 55. economy    | 50. occupy     |
|                                       |                                   | 58. map        | 52. like       |
|                                       |                                   | 60. tedium     | 54. kingdom    |
|                                       |                                   | 61. pike       | 56. mindful    |
|                                       |                                   | 62. slow       | 57. weeks      |
|                                       |                                   | 64. inn        | 59. peer       |
|                                       |                                   | 67. inspect    | 62. say        |
|                                       |                                   | 68. advantages | 63. love       |
|                                       |                                   | 69. random     | 65. name       |
|                                       |                                   | 70. careful    | 66. work       |

### Key to Crossword Puzzle

#### HORIZONTAL

1. spirit
4. camp
8. self-confidence
11. apply
12. accurate
13. glow
14. me
15. pot
17. ask

#### VERTICAL

1. specific
2. please
3. ripe
4. category
5. acknowledge
6. markets
7. packs
8. self-govern
9. clay

## *Simplified* RECORD KEEPING FOR SMALL BUSINESS

VETERANS, war workers, and other civilians need a short classroom course containing these features: general ledger eliminated; knowledge of double-entry unnecessary; actual business forms used throughout; complete financial control of business unit; can be completed in 24 class hours. \$2.40 list; school discount.

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SHOE REPAIR SHOP  
SERVICE STATION  
HARDWARE STORE  
APPAREL STORE  
GENERAL STORE  
RETAIL BAKERY  
DRUG STORE  
MANY OTHERS NOT  
LISTED



# Shorthand Practice Material

Each month the B. E. W. gives in this department some 7,500 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

## You Can Buy It at Batson's

SIDNEY M. KATZ

From "Coronet," March, 1944  
as condensed in "The Advertiser's Digest"

UNTIL A CUSTOMER bought his elephant, Bert Batson, junk dealer extraordinary of Halifax, Nova Scotia, could rightly claim that he sold "Everything from a Needle to an Elephant." On that day Bert had to change "elephant" to "anchor," but the fact that his store contains everything you can't purchase elsewhere has never changed.

Bert Batson hasn't taken inventory in thirty years of business. The contents of his store come from shipwrecks,<sup>90</sup> old estates, government salvage sales, auctions, and the unclaimed parcel departments of railway and steamship<sup>100</sup> companies—all sorted out by Bert himself and (according to him) all located in five minutes.

The only person<sup>120</sup> who has ever found the private filing system inconvenient was the local banker to whom Bert applied<sup>140</sup> for a loan. The banker demanded an accounting of the stock on hand, but at the end of two weeks Bert had only<sup>160</sup> listed articles in a small corner of the bottom floor. The banker thereupon visited the store<sup>180</sup> personally, threw up his hands in amazement, and granted the loan without further question. Since then Bert has never<sup>200</sup> been asked for a merchandise statement.

Bert claims no major project in the Halifax area is ever<sup>220</sup> completed without some rare appliance from his store. He has supplied steel shafting for the Bank of Montreal building<sup>240</sup> in downtown Halifax, conveyor buckets for engineers building a highway near by, and parts for a ten-thousand-ton cargo vessel that was due to join an overseas convoy. Nine times out of ten Bert is called in when all<sup>260</sup> else fails; when parts have been lost or damaged, and can't be replaced; when shipping new parts into Halifax would mean holding<sup>280</sup> up construction indefinitely. Somewhere among the compasses, turtles, Epsom salts, sun dials, parrots,<sup>300</sup> paintings, lifebelts, and tombstones, in short, somewhere within that three-story nondescript frame building on cobblestoned Lower<sup>320</sup> Water Street, the irreplaceable part can be found.

Bert and his principles are respected throughout Halifax.<sup>340</sup> Though he refused to do any campaigning, he narrowly missed being elected mayor and he has served<sup>360</sup> as alderman for years.

Junk dealing, Bert believes, can be conducted "on a high plane," and is actually a<sup>380</sup> noble work, for it puts discarded articles to use. Ever since he spoke extemporaneously at a<sup>400</sup> meeting of the Rotary

Club some years ago, Bert's talk "From Waste to Wealth" (never given the same way twice) has been<sup>420</sup> a favorite after-dinner fare around Halifax. And in turning junk into gold, Bert knows whereof he speaks.<sup>440</sup>

After the last war the British Admiralty sold him quantities of submarine nets made of flexible steel<sup>460</sup> wire. Bert dismantled them and did a land-office business selling the wire by the yard for fencing, clothes lines, and small<sup>480</sup> hoists.

The Navy stores department once asked Bert if he would buy five hundred dozen electric light bulbs it no longer<sup>500</sup> needed. Bert thought it a good buy and bought them sight unseen. When the shipment arrived he discovered that the bulbs<sup>520</sup> had some unusual prongs in place of the standard screw socket. Bert bemoaned his fate and laid the shipment aside.<sup>540</sup> A few weeks later he accidentally dropped one of the bulbs and noticed that the prongs and the filament were<sup>560</sup> joined by a thin strip of platinum. By breaking fifty bulbs he managed to extract a teaspoonful of the precious<sup>580</sup> substance. For days afterward, passers-by could hear the sound of shattering glass, as Bert and assistants converted<sup>600</sup> useless light bulbs into priceless platinum.

Each night before leaving his store, Bert piles all his important papers<sup>620</sup> neatly in the steel safe and then hangs this sign on the combination dial:

*Mr. Burglar. This safe is not<sup>640</sup> locked. Please do not damage, and oblige—B. B.*

Assuming mistakenly that he kept his money in the safe, burglars<sup>660</sup> used to go to work with hammer and crowbar. Bert estimates that this sign saves him at least twenty-five dollars<sup>680</sup> a burglary.

In a case opposite the shop's entrance lies a gnarled root—the stick Scottish comedian Sir Harry<sup>700</sup> Lauder always carried when he sang *Roamin' in the Gloamin'*. In the lot outside stands a 47mm.<sup>720</sup> breech-loading gun marked 1885, which a fishing trawler pulled up off the Newfoundland<sup>740</sup> coast from the wreckage of an old British Man O'War. "Who knows," says Bert, "someone might come along some day and ask, 'Do<sup>760</sup> you have a 47mm. gun, the type used by ships around 1880?' "

The same day<sup>780</sup> that he sold a West Indian turtle to the chef of the Lord Nelson Hotel, and a tombstone to a boat owner<sup>800</sup> who needed an anchor, Batson received an urgent telephone call, "Can you sell me a good second-hand coffin?"<sup>820</sup> asked a voice. Bert considered this request thoughtfully for a few seconds.

"Sorry," he admitted. "But I'll sell<sup>840</sup> you a brand new coffin at the second-hand price." (869)

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## Mileage Hints

From "Esso Marketers"

THOUSANDS OF MOTORISTS never think of changing the old muffler until it is completely worn out and the<sup>20</sup> family car sounds like an outboard motor boat. Many a careful motorist watches his brakes for signs of wear, keeps<sup>60</sup> an eye on the cylinders for carbon, and pays strict attention to every vital part of his car except<sup>60</sup> the muffler.

The muffler, however, is not to be treated so lightly. It has a more important function than<sup>80</sup> that of the hat hung on a trumpet for muting purposes. True, the muffler does mute the "put-put" sound of the<sup>100</sup> gasoline explosions, but it does more than this.

The muffler, being attached to the exhaust pipe, does a vital job<sup>120</sup> in carrying off the carbon monoxide fumes of combustion. A defective muffler allows fumes of this<sup>140</sup> poisonous gas to escape. A worn and clogged muffler also causes back pressure which leads to substantial loss of power.<sup>160</sup> Most important in wartime, clogged mufflers are responsible for excessive gasoline consumption.

Have your<sup>180</sup> service station dealer check the muffler when he gives your car its seasonal once-over. If the muffler needs<sup>200</sup> replacing, the job can be done in an hour. Be sure, however, that when the mechanic removes the old muffler, he<sup>220</sup> removes all dust and dirt from the connections. If the dirt is left in, your new muffler is already on the way<sup>240</sup> to cutting down your engine power and your gas mileage! (250)—J. F. Winchester

## Who Christened Your Town?

EDDIE FORESTER

in "The Woman"

HAVE you ever been momentarily startled by seeing in print an amusing town name like *Affinity*,<sup>20</sup> Virginia, or *Azusa*, California, or *Bicycle*, North Dakota, or *Ball Ground*, Georgia—and chuckled<sup>40</sup> to yourself, musing: "Now, how do you suppose that town happened to get such a name?"

I have, many times, but it<sup>60</sup> was not until I stumbled over *Smiths Turn Out*, South Carolina, that my curiosity got the better<sup>80</sup> of me. I just had to know how that town got its name. Up to that time, I had no hobby. But I've got one now—and<sup>100</sup> it has provided me with two bulging loose-leaf volumes of unusual names and the popularly believed<sup>120</sup> legend behind each name. Besides, I am acquiring a priceless (to me, at least) collection of return envelopes<sup>140</sup> postmarked from each of these towns—to say nothing of the delightful and friendly letters I have received from the<sup>160</sup> old-timers who have supplied me with the legends.

So you want to know how *Smiths Turn Out* got its name? Early in the<sup>180</sup> nineteenth century a large family of Smiths settled there and started a little town. As the years passed, there were<sup>200</sup> sons galore; they married and added their families to the community. The resident population grew<sup>220</sup> apace—and they were all Smiths, except for a few outsiders who moved in, only to be snowed under by Smiths.

When<sup>240</sup> the settlement became large enough to need a post office, a town meeting was called to decide upon a name.<sup>260</sup> A quorum showed up—all

Smiths. The chairman opened the meeting with the remark: "Well, as usual, only the Smiths<sup>280</sup> turn out." A wag jumped to his feet and suggested: "All right, let's call the town *Smiths Turn Out*." The name has stuck for a hundred<sup>300</sup> years, although all the Smiths have moved away.

*Affinity*, Virginia, was so named by the owner of the<sup>320</sup> first coal mine opened there, to honor his affinity, his wife. The christeners of *Azusa*, California,<sup>340</sup> were bragging a little; the name means everything from A to Z in the U.S.A."

*Bicycle*, North<sup>360</sup> Dakota, has probably never seen a bicycle. It was originally named for a man by the name of<sup>380</sup> Beigyle, the most prominent rancher in the region, but so much mail was lost because it was addressed to *Bicycle*<sup>400</sup> by people who hadn't closely examined the spelling that the natives said: "We'll change the name to *Bicycle*."<sup>420</sup>

The legend behind the naming of *Ball Ground*, Georgia, might well be considered by our present-day peace planners. This<sup>440</sup> region of the peach state was originally the stamping grounds of the Cherokees and the Etowahs, and there<sup>460</sup> were frequent wars between the two rival tribes. After many years of conflict and bloodshed the wise old bucks of each<sup>480</sup> tribe held a powwow to see whether they couldn't agree upon a less violent method of settling disputes.<sup>500</sup> It was finally decided that wars would be outlawed and that in the future, when the tribes disagreed, each side<sup>520</sup> should choose a team of its finest athletes and they would play an Indian-fashion ball game. The tribe that won the game<sup>540</sup> also won the dispute. The site upon which these games were played is where *Ball Ground*, Georgia, stands today. The last one of<sup>560</sup> these Indian ball games ended in one of the bloodiest fights the tribes had ever fought.

Insignificant<sup>580</sup> incidents were responsible for many of the curious names tacked to American towns, creeks, and localities.<sup>600</sup> In preparing the roadbed for railroad tracks, a worker drove his shovel into the earth and brought up an English<sup>620</sup> coin, so the near-by settlement was christened *Coin*, Iowa.

*Blue Eye*, Missouri, was so named because every<sup>640</sup> resident had blue eyes.

In Tennessee the Indians gave a mountain a name that sounded like *Curry He*<sup>660</sup> to the white settlers, and that became its official designation. Later, another near-by mountain had to<sup>680</sup> be named, and what do you suppose they called it? You guessed it! They named it *Curry She*!

Until a fairly recent date,<sup>700</sup> the thriving little city of Clearfield, Pennsylvania, was known as *Chinklamoose*—for a very amusing<sup>720</sup> reason. *Chinklamoose* is an Indian word meaning "No one tarries here willingly," and it was inspired by an<sup>740</sup> enterprising old redskin who discovered, long before Hollywood turned *Dracula* into long green, that there was<sup>760</sup> profit in scaring the wits out of people. He was an eccentric hermit who lived in a near-by woods, and he<sup>780</sup> delighted in dressing himself in terrifying getups. When unsuspecting hunters and trappers happened by,<sup>800</sup> he leaped out at them screaming bloody murder, and when they fled in panic, dropping their guns and game, the old buck gathered<sup>820</sup> up the spoils of his lucrative racket. No doubt the Chamber of Commerce was responsible for the change of<sup>840</sup> name—to announce to the world that one might safely tarry there now—that the *field* was *clear*. But please don't quote me on that.<sup>860</sup>

The jittery needle of a pioneer's compass was responsible for the naming of *Magnet*, Arkansas.<sup>880</sup> They thought the compass was hexed because it

danced crazily in a certain area. It was later discovered<sup>900</sup> that quantities of lodestone, or magnetite ore, lay under the ground, acting as a magnet. On a rail line near<sup>900</sup> Magnet is what is known as *Coffee Pot Curve*, for a more whimsical reason. Early-day trainmen kept coffee brewing<sup>900</sup> on the caboose stove, and when they turned this steeply banked curve the pot always tipped over.

Elsewhere in Arkansas<sup>900</sup> is a town called *Tokio*, but Hirohito needn't prick up his ears. When the post office was first established<sup>900</sup> there the town was called *Tokie*—honoring the woman who was its first postmistress. Later, when the railroad came through,<sup>900</sup> a sign for the depot was painted at the railway company's terminal shops and the sign painter mistook the<sup>900</sup> E for an O. The local residents got up in arms about it, but you know how big corporations are. The<sup>900</sup> townspeople were forced to compromise—so they petitioned the Postmaster General to change the name of the town<sup>900</sup> officially to *Tokio*.

The early settlers of *Oral*, South Dakota, accomplished the purpose for which<sup>900</sup> they selected the name of their town. A man got up in town meeting and said: "We want our town to be a place that<sup>900</sup> people talk about and don't point at." Someone quipped, "Then let's call it *Oral*." They did—and now we're talking about it.<sup>900</sup>

And then, of course, there is a creek in Connecticut called NAROMIYOCKNOWHUSUNKATANK-SHUNK—but I can't even<sup>900</sup> pronounce it, let alone tell you the origin of the name. (1151)

## Think Victory

### "Bindery Talk"

DOCTOR ALEXIS CARREL, the famous surgeon and scientist, believed that mental telepathy some day will<sup>900</sup> be scientifically proved and accepted. We radiate our mental attitudes. We tune in on the mental<sup>900</sup> wavelengths of others. Thoughts are contagious. Thoughts of fear and defeat spread like wildfire and lower morale. Thoughts of<sup>900</sup> courage and victory lift up minds and spirits.

"We conquer when we believe we can," wrote Emerson. "He has not<sup>900</sup> learned the lesson of life who does not each day surmount a fear." Let us think victory, talk victory, and act<sup>900</sup> victorious. Let us banish all thoughts of failure from our minds. In our contact with others let us express confidence,<sup>900</sup> courage, loyalty, and harmony.

The victorious attitude will give wings to work. It will take the sting<sup>900</sup> out of sacrifice. It will help us find happiness in hardship. It will give us the dynamic enthusiasm<sup>900</sup> to hurdle obstacles. It will make us a triumphant people.

The spirit of victory is a part of<sup>900</sup> every one of us because the last syllable of American is *can*! What has to be done can be done,<sup>900</sup> and we are the ones who can do it!—*The Silver Lining* (210)

## Graded Letters

For Use with Chapter Ten of the Manual

A. E. KLEIN

Dear Mr. McIntosh:

Due to circumstances beyond our control, it will be out of the question for us to<sup>900</sup> ship you the electric motors you ordered any sooner than the first

of June. Several matters enter into<sup>900</sup> this extraordinary situation.

In the first place, we have had unanticipated difficulty<sup>900</sup> in obtaining the materials necessary for the construction of our T-type electric motors.

In<sup>900</sup> the second place, many changes had to be introduced in our central plant, forcing us to postpone all production<sup>900</sup> for a short time. Different methods of construction far superior to the old were developed by our<sup>900</sup> electrical engineers. At the same time, to multiply our difficulties, there was a shortage of men skilled<sup>900</sup> in the handling of the newly constructed instruments. To overcome this shortage, some of our more intelligent<sup>900</sup> and superior workmen were selected as instructors and acted in an exclusively supervisory<sup>900</sup> rôle until all the men thoroughly understood their new duties. This, of course, consumed a great deal of<sup>900</sup> valuable time.

From now on the construction of our T-type electric motors will continue uninterruptedly.<sup>900</sup> As a matter of fact, production has increased to such an extent that we shall be able to distribute<sup>900</sup> these motors through our shipping department in first-class condition two weeks sooner than we anticipated.<sup>900</sup>

It will give us great pleasure to serve you once again.

Yours very truly, (273)

Dear Mr. McLane:

I do not know whether or not you are aware of the fact that your intelligent<sup>900</sup> interpretation of our distribution problem has aroused a great deal of interest among the directors of<sup>900</sup> the Paramount Instrument Company. When your extraordinarily clear analysis was presented to<sup>900</sup> them by the supervisor of our sales department there were unrestrained exclamations of amazement at your<sup>900</sup> magnificent interpretation of so intricate a problem.

Because your work was done so much quicker than<sup>900</sup> and better than it is done by others, I have been instructed to offer you a position with Paramount.<sup>900</sup> The Board would like you to take complete charge of the distribution of our instruments and offers you a contract<sup>900</sup> for two years at \$15,000 a year.

Please let us know as soon as possible whether or not this is<sup>900</sup> agreeable to you.

Very truly yours, (168)

Dear Mr. McArthur:

It will give me great pleasure to enter into a contract with your company. I<sup>900</sup> anticipate a happy association with the Paramount Instrument Company.

Yours truly, (38)

## Graded Letters

For Use with Chapter Eleven of the Manual

A. E. KLEIN

Dear Mr. Pilgrim:

I saw from an Associated Press dispatch at 9 a.m. this morning that E. F. Jones,<sup>900</sup> general manager of the Michigan Central and a former member of the Board of Directors of the<sup>900</sup> New York Central has been appointed president of the Illinois Central. This is the same E. F. Jones who was<sup>900</sup> a member of our local school board and who is quite a political figure in the Republican Party.<sup>900</sup>

With a man of his ability and sagacity directing



the affairs of the *Illinois Central*, I<sup>100</sup> assure you that there will result extensive modifications of this railroad's present policies. In the<sup>200</sup> capacity of general manager of the *Michigan Central* his work was outstanding for its efficiency<sup>300</sup> and originality.

Mr. Jones' extensive and comprehensive knowledge of the railroad business will<sup>100</sup> prove to be a practical asset to our company, and I look forward to an era of prosperity<sup>200</sup> unequalled in the history of the *Illinois Central*.

Yours very sincerely, (195)

Dear Mr. Howard:

Attached is a copy of a letter from Mr. A. B. Brown, assistant general<sup>20</sup> manager of the Eastern Division of the *New York Central* written to the general manager of the<sup>40</sup> *Illinois Central* concerning the fundamental revision of the rule which covers the subject of your complaint.<sup>60</sup>

Because of the technical nature of the proposed rule, I have suggested that it be referred to the Chief<sup>20</sup> Engineer of the *Illinois Central*. I have also requested that after the Chief Engineer has completed<sup>100</sup> his comprehensive study and tabulated his results, that a detailed report be sent to us.

As this proposed<sup>200</sup> revision is the result of your complaint, please feel free to make any suggestions you wish on the enclosed<sup>40</sup> blank.

Very truly yours, (144)

Dear Sir:

I have just received notification by telegraphic communication from our home office that<sup>20</sup> a shipload of elastic recently acquired by our general manager is on its way to you. Because<sup>40</sup> of the domestic scarcity of elastic, we have had to curtail drastically the amount forwarded<sup>200</sup> to each customer.

We apologize for any hardship or distress the deficiency in your order may<sup>20</sup> cause you. When the present critical shortage no longer exists, we shall meet your extensive requirements without<sup>100</sup> the slightest delay. In all probability the present critical shortage will be over in a few months.<sup>120</sup>

Sincerely yours, (123)

## Graded Letters

A. E. KLEIN

For Use with Chapter Twelve of the Manual

Dear Mr. Cunningham:

In spite of the number of qualified salesmen that are returning to the service of<sup>20</sup> the *Universal Manufacturing Corporation*, I am afraid that the present staff will scarcely suffice<sup>40</sup> to cover the *Atlantic* and *Pacific* territories. We shall in all probability do a much vaster<sup>60</sup> wholesale business than we did before the War.

I suggest that we institute the policy of making<sup>20</sup> promotions within the corporation. The inauguration of such a practice will produce two significant<sup>100</sup> consequences—the saving of money and the boosting of the morale of our employees. These distinct results<sup>120</sup> can be achieved by training some of our junior clerks here at headquarters for the work. Because they are already<sup>40</sup> familiar with the products we manufacture and with our sales arguments, it will take less time to train them than<sup>100</sup> new men. We can use these clerks as salesmen in *New Hampshire*, *Massachusetts*, *New Jersey*, and *New York*, on the *Atlantic*<sup>200</sup> Coast; and in *California*, *Washington*, and *Oregon* on the *Pacific* Coast.

I have reached the conclusion<sup>200</sup> that we can give them a brief practical course in salesmanship at our warehouse in *Philadelphia*. In all<sup>200</sup> probability, we can give them many specific pointers in salesmanship with the assistance of a modern<sup>300</sup> textbook and other publications and literature that we can locate. I am confident that practically<sup>200</sup> all the clerks will make good pupils and that many of them will succeed in becoming good salesmen.

I suggest<sup>200</sup> that you designate someone in *Philadelphia* (perhaps our sales manager) to inaugurate this program.<sup>300</sup> I am curious to have your reaction.

Yours truly, (311)

Dear Mr. English:

The *Atlantic Freight Corporation* is contemplating establishing branch offices to<sup>20</sup> be located at *St. Louis*, *Missouri*; *Chicago*, *Illinois*; and *Gary*, *Indiana*.

Each office will<sup>60</sup> need a general manager—someone that has had much practical experience. After investigating<sup>60</sup> your record thoroughly, we have reached the conclusion that you are well qualified for one of these positions. We<sup>60</sup> are sure we can make you a proposition that would be of distinct advantage to you financially. I can<sup>100</sup> meet you in *Rochester*, *New York* or *Cleveland*, *Ohio* for an interview.

Sincerely yours, (116)

## High Finance in The Admiralty Islands From the "Advertiser's Digest"

THERE was no price control in the Admiralty Islands. There was such an overabundance of cash among the<sup>20</sup> sailors of the United States Navy that price inflation set in to the extent of one article jumping<sup>40</sup> in price from \$2.50 to \$162.50 after it had passed through<sup>60</sup> four hands.

In one case a sailor picked up three "Catseye" shells for 75c and resold them to a tentmate<sup>20</sup> the next day for \$2.50 each. The second sailor cemented them to a bracelet he had made out<sup>100</sup> of Monel metal and sold it back to the first sailor for \$75. The first sailor quickly found<sup>120</sup> someone to buy the trinket for \$162.50.

One man bought a Nicaraguan coin<sup>40</sup> worth fifty cents for \$5. He was very much surprised to learn that Nicaragua was in Central America.<sup>100</sup> He thought that it was some near-by island in the South Pacific. But, after learning the truth, he was<sup>120</sup> positive he could pull the same trick that had been pulled on him and get \$10 for the coin.

The Americans, who<sup>200</sup> are internationally known as very easy to sell to, are not the only gullible ones in the world.<sup>220</sup> The Australians were fascinated by the American silver dollar and paid \$2.50 each<sup>300</sup> for all they could buy. When the finance officer learned the reason for the drain on his supply of silver dollars<sup>300</sup> he investigated, stopped the public sale—and made a private deal himself with the Australians.

Also there was<sup>200</sup> a loss of perspective when you came upon some object out of the ordinary, even though sound judgment told<sup>300</sup> you it had little value. A white penny marble changed hands three times on a representation that it was a<sup>200</sup> pearl—and at prices ranging from \$50 to \$200.

So business went merrily on among<sup>200</sup> the islands of the South Pacific. Even though the price seemed ridiculous in relation to the value<sup>200</sup> received,

few men ever complained. They shrugged their shoulders and resold the item at a profit to their equally credulous buddy. (384)

—Ben Cassell, *Purchasing*

## Q for Quitclaim

B. J. CHUTE

in "The Saturday Evening Post"

### PART II

MR. BOHN returned, panting, to find his senior partners triumphantly waving a covey of blank quitclaim deeds, which had been traced down to Miss Truesdale's bottom drawer, in company with all the other legal forms, and neatly indexed.

"Who types the dear little thing?" asked Mr. Bohn. The question was rhetorical, as he was the youngest and most defenseless. He took the cover off the office typewriter, looked at the mechanism pessimistically and reached out his hand for the deeds.

"Two carbons," said Mr. Hatcher automatically. "See here, my boy; we've got to hurry. It's afternoon already."

"What about lunch?" Mr. Bohn inquired. He retracted the question immediately, and grunted his way manfully through the process of getting three deeds and two carbons into the roller. He then found that he had put them all in upside down and swore under his breath. Mr. Hatcher, who disapproved of profanity, clucked in a thwarted manner.

"It's not as if Metcalf will sign this anyway," said Mr. Bohn gloomily, correcting his error in direction. "Shall I date it today or next week? If I date it next week, we can use it when the big lug comes around again. Or how about next month?"

Mr. Hatcher said he did not like to see pessimism. "Date it," he said, "today. We can type a new copy for next week."

His junior partner started to say something, thought better of it, and, with his teeth gripping his tongue, began to type the date. He then said "Oops" in a hurt voice and stopped.

Mr. Pickett leaned over his left shoulder, Mr. Hatcher over his right.

Mr. Hatcher said, "Tsk."

The date read "the %TH day of JUNR."

"That's very odd," said Mr. Bohn.

"You hit the R instead of the E, my boy," said Mr. Pickett. "And the per cent sign instead of the 'Five.' It might have happened to anybody."

"It did not happen to me," said Mr. Bohn between his teeth. "I admit the R. That was mostly bad aim. But the 'Five' I hit. Look." He pointed it out on the typewriter, hit it again and it came out "%." "See?" he said, half way between triumph and despair.

"The key says 'Five' and 'per cent,'" said Mr. Hatcher, doing some detective work. "I believe you're typing with the capitals."

"Oh," said Mr. Bohn. He then pressed the tabulation key, causing the entire carriage of the machine to shoot madly across the page and Mr. Hatcher to leap nervously. The bell on the machine went "Ding," followed by a hush.

"H'm'm," said Mr. Bohn, strain making him monosyllabic. He pushed another shift and got a back space. He then began taking the plain rubber caps off the various keys scattered around the edges and was eventually rewarded by finding

one marked "Shift Key." This he hit and something fell gratifyingly. He hit the 5. It was 5, and not %. They all beamed at one another.

It took another ten minutes for Hatcher, Pickett and Bohn to find an eraser, mainly because Miss Truesdale incomprehensibly kept hers in the desk drawer, the last place a lawyer would look for an eraser. There then arose a warm legal discussion as to the matter of alterations and erasures on legal documents, which was automatically closed when Mr. Bohn, attempting to move the deed in the typewriter so that he could get at his per cent sign, ripped the page across.

Mr. Pickett, who had been on the non-Hatcher, or losing, side of the argument, cheered up enormously and rushed up a set of replacements. Mr. Bohn patiently assorted his carbons and put the whole thing back in the typewriter again, planting a large blue thumbprint on one corner of the deed. He then began to type the date again, and this time it came out "the 5th day of June," which Mr. Hatcher and Mr. Pickett both agreed was close enough, but that next time Mr. Bohn should remember the capitals.

Mr. Bohn promised that he would try to do better and bent anxiously above the deed. "Metcalf with an e?" he inquired after a moment. Mr. Hatcher said no, Metcalf without an e; and Mr. Bohn said, oh, that was too bad, but they could erase it later. He got the party of the first part and the party of the second part safely in, plowed through the good and valuable consideration, and then demanded the property description.

Mr. Hatcher was ready for him and began to recite. "Commencing," said Mr. Hatcher happily, "at a point in the west line of Lot Twenty-eight distant fourteen hundred and ninety-five point ninety-five feet south from the northwest corner—"

Mr. Bohn, who by hard work had got as far as the second m in "commencing," asked him please to wait. "Gently, John, gently," said Mr. Pickett.

The telephone rang. "Tell 'em we don't want any," Mr. Bohn grunted, looking around for the e.

"It's for you."

"Oh." He got up, sat on the edge of the desk and became involved in the statute of limitations with a lady client who was unable to see why a fine old legal formula like that should work in any way except in her favor.

Behind his junior partner's back, Mr. Hatcher stabbed tentatively at the keyboard, got the Mr. Bohn had been seeking and shot through "ncing" in a mad rush involving not more than sixty seconds. Carried away by this successful offensive, he really settled down to work.

Mr. Bohn hung up thoughtfully and returned to his duties to find that his superior had written "at apoint 9n the qest line." Mr. Hatcher got up and said, with careful nonchalance, that Mr. Bohn might as well finish the typing, since he had started it. He also said he thought typewriters should be planned on a more scientific basis.

Mr. Bohn said, "How true," and sat down again. Mr. Pickett said anxiously, "Would you like a drink of water, my boy?" and Mr. Hatcher, still dictating, said, "Of Lot Twenty-eight distant fourteen hundred and ninety-five point ninety-five feet south—"

"Please," said Mr. Bohn faintly. By the time Mr. Pickett returned from the water cooler, the

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deed had progressed as far as "distant," with Mr. Bohn considerably cheered<sup>3400</sup> by the discovery of the symbol "/" for striking out unwanted letters, of which he had<sup>3420</sup> several, all involuntary.

"Fourteen hundred and ninety-five point ninety-five," said Mr. Hatcher. About a<sup>3440</sup> minute later he said it again, as Mr. Bohn appeared to be in a coma. Mr. Bohn, in the tones of<sup>3460</sup> a man betrayed, said, "There is no Figure One on this machine."

Both his partners agreed that there must be, implying<sup>3480</sup> that Mr. Bohn was merely being difficult. "There is no Figure One," said Mr. Bohn. He pushed his chair back from<sup>3500</sup> the desk, planted both elbows on his knees and gave himself over to a survey of the keyboard, with his colleagues<sup>3520</sup> breathing helpfully down his neck. After a few moments, he had them on his side. There was no Figure One.

"Use an<sup>3540</sup> i," said Mr. Pickett gallantly.

Mr. Bohn used an i. The result was "i495.95 feet." "It<sup>3560</sup> might be considered a defect in the deed," said Mr. Bohn plaintively. "How about a capital i?" He went<sup>3580</sup> back and produced "I495.95," which was officially regarded as an improvement<sup>3600</sup> but still left Mr. Bohn unsatisfied. "Jean uses a Figure One," he insisted, rather stubbornly.

Mr.<sup>3620</sup> Hatcher said that their secretary was a remarkable young woman, but did Mr. Bohn know that it was<sup>3640</sup> already two o'clock, with Mr. Metcalf due at two-thirty? Mr. Bohn's typing finger—the index one—returned<sup>3660</sup> meekly to its post.

Mr. Hatcher cleared his throat. "South from the northwest corner of the east one half of the northwest<sup>3680</sup> one quarter—" You can write *one-half* out in full," he said kindly.

Mr. Bohn, however, had just discovered " $\frac{1}{2}$ "<sup>3700</sup> on his machine and had no intention of wasting anything so pretty. "The . . . east . . .  $\frac{1}{2}$  . . . of . . . the . . . northwest . . .  $\frac{1}{2}$ "<sup>3720</sup>

"Northwest quarter, not half," Mr. Hatcher interrupted. "The quarter's on top of the half. Doesn't that mean you<sup>3740</sup> use your capital key again? Here." He held the shift key down for Mr. Bohn, neither of them having discovered<sup>3760</sup> the shift lock, and Mr. Bohn patiently went back. Unfortunately, he miscalculated his distances and<sup>3780</sup> the result was "the northwest  $\frac{1}{2}\frac{1}{4}$ ," which Mr. Pickett, in a moment of misguided humor, said<sup>3800</sup> was an entirely new note in legal description.

He got a joint look implying that he was being frivolous,<sup>3820</sup> to which he responded by repentantly holding out the eraser, which had been put in his custody.<sup>3840</sup> Mr. Bohn undid his necktie and the top button of his shirt, and Mr. Hatcher mopped his brow. "Northwest quarter<sup>3860</sup>—then what?" said Mr. Bohn.

"Of Section Twenty-four, Township—" Mr. Hatcher paused tragically. "'Township One Hundred<sup>3880</sup> Eleven,'" he said. "If you use the capital I for that, my boy, you'll have a Roman Numeral Three. Which I<sup>3900</sup> don't think conveys the description at all satisfactorily."

Mr. Bohn glared at the keyboard and muttered darkly<sup>3920</sup> to himself. Mr. Pickett said hesitantly, "You could write it out. One hundred eleven, you know."

"True, sir,"<sup>3940</sup> said Mr. Bohn respectfully, finding unexplored depths of wisdom in his partners. He clenched his tongue between his<sup>3960</sup> teeth again, typed out "One Hyndred elven" and swore<sup>3980</sup> gently.

Mr. Hatcher, peering over his shoulder, said with



infinite tact that the intent seemed to be clear and that time was pressing. "Range Twenty-three comma then south—' Have you been putting in any commas, Mac, my boy?"

Mac my<sup>4020</sup> boy admitted regretfully that he had not. He then typed "Range 23?" having shifted again under<sup>4040</sup> the fond impression that all punctuation demanded this rite. Mr. Pickett held out the eraser without<sup>4060</sup> being asked.

"Then south to a point distant two hundred eighty-nine point twenty-five feet—" Mr. Hatcher went on, dictating at the considerate speed of a snail backing up. "Then north parallel—" There was a moment's silence.<sup>4100</sup> "I think you've spelled that wrong, my dear fellow."

"P-a-r-a-l-l-e-l." Mr. Bohn frowned. "It does look odd." He rubbed<sup>4120</sup> his nose crossly with the back of his hand, then brightened up.

"Look!" Mr. Bohn trilled. "The missing Number One! It's the 1,<sup>4140</sup> as in *parallel*. I knew it had to be somewhere. I can write a hundred and eleven now—see?" He wrote<sup>4160</sup> "Ill" after "parallel" in his excitement, said abjectly that he was sorry, but that he had been carried<sup>4180</sup> away, and marked the figures out with his treasured stroke line.

Mr. Hatcher said kindly that it was quite natural<sup>4200</sup> to have been deeply moved by the discovery, but that they must keep to the text. He then went on with his dictation,<sup>4220</sup> Mr. Bohn in laborious pursuit. They came at last to a triumphant close, and Mr. Bohn put in his<sup>4240</sup> last period and gazed admiringly at the deed.

"A trifle smudged," he admitted, "but authentic."

Mr. Hatcher<sup>4260</sup>—a man who had no faith in electric clocks—took his own timepiece from his vest pocket. "Mr. Metcalf," he observed,<sup>4280</sup> "is usually prompt."

Mr. Bohn, who was suffering from reaction after the thrill of the chase, said<sup>4300</sup> gloomily that it wouldn't do much good if he was prompt. "He won't sign the deed anyway, and there's no use kidding ourselves.<sup>4320</sup> That old pickle—" The door opened.

Mr. Bohn nearly bit his tongue off. Mr. Hatcher and Mr. Pickett came<sup>4340</sup> to attention. Mr. Metcalf entered the room. (4349)

(To be concluded next month)

## Growth

From "McGill News"

GROW or die is Nature's law.

It is a law, too, among institutions and men.

Trees must be pruned of dead branches<sup>30</sup> and firms must cut away the old, outworn, and dust-covered ideas that cause business death. Executives must be<sup>40</sup> daring tree surgeons, cutting out the dry rot and stimulating new growth through creative and constructive thinking.<sup>50</sup> They must cultivate employees and grow strong men to shoulder responsibilities and assume dynamic<sup>60</sup> leadership.

Governments must fight weeds. The weeds and tangled undergrowth of law upon law, bureau upon bureau, that<sup>100</sup> smother initiative and enterprise, must be swept from Freedom's path if we are to continue to grow and<sup>120</sup> progress as a nation.

The world must be rid of its dangerous parasites and deadly insects that injure and<sup>140</sup> kill the growth of justice, understanding, and good will among men. These pests must be destroyed to make way for the growth<sup>160</sup> of lasting peace.

All growth is rooted in the growth of individual greatness. To have better neighborhoods, we<sup>200</sup> must be better neighbors. To have a better America, we must be better Americans. To have a better<sup>220</sup> world, we must be better world-citizens.

The best way for a man to help his business, his nation, his world, and<sup>240</sup> himself is to grow personally in mind, heart, and spirit.

To be bigger today than he was yesterday and<sup>260</sup> bigger tomorrow than he is today. To plant and nurture in the garden of his personality, the finest<sup>280</sup> qualities of manhood: this is the law of creative evolution.

Let's grow!—Wilferd A. Peterson (279)

## Sky Marts Will Be Needed

From "The Pick-Up"

Issued by the United Parcel Service

IGOR SIKORSKY, the noted aero-engineer, predicted that within ten years after the war there will be<sup>20</sup> hundreds of thousands of privately owned helicopters and hundreds of short-run helicopter bus services<sup>30</sup> carrying Americans about their business and pleasures. He presented logical reasons for assuming<sup>40</sup> that these direct-lift machines will have as rapid a development as the automobile did after World War<sup>50</sup> I. Easier to operate than an automobile, and far safer, they are, in Sikorsky's opinion, destined<sup>100</sup> to offer a common mode of travel.

He foresees the time when people will commute daily with more comfort<sup>120</sup> than at present, from points one hundred and fifty or more miles away; when a helicopter will take its place<sup>140</sup> alongside the family automobile, or completely replace the motor car. It will require no more ground space,<sup>160</sup> occupy a garage no larger, except for height, and be so simple to manage that women and children will<sup>180</sup> use it on shopping trips. These machines can be produced to sell for the cost of a medium-sized automobile,<sup>200</sup> and they will require less maintenance expense, since they will be made entirely of metal and have fewer working<sup>220</sup> parts than the motor car. They would take the speed out of landing and take-off, eliminate the necessity of<sup>240</sup> runways, and hence bring to flying the door-to-door flexibility of the automobile.

Unquestionably<sup>260</sup> the American way of life will undergo many changes in years to come, that today seem as<sup>280</sup> fantastic as Mr. Sikorsky's predictions appear to be. With Mrs. Shopper able to leave her home in the<sup>300</sup> Catskills at 9 a.m., and alight on the roof of her favorite New York store within an hour, in the meantime<sup>320</sup> enjoying a refreshing and comfortable sail through the air in her own private machine, the processes of<sup>340</sup> distribution are bound to be quite different from what they are now. Merchandise will include items yet undreamed<sup>360</sup> of, and quite conceivably the upper floors of a store, being the most accessible to air-borne patrons, will<sup>380</sup> become celestial marts, outstripping in popularity and sales the overcrowded ground floors common today. (400)

## The Foundations of Success

From "The Kalends of the Waverly Press"

FAILURE, though an unpleasant experience, is a necessary and useful one. It is in the school of failure<sup>20</sup> that we learn how to succeed, for success is rarely achieved except after and by means of repeated failures<sup>40</sup> and mistakes. It has been well



said that the person who never makes a mistake probably lacks the courage to<sup>60</sup> be useful. John Hunter, the famous surgeon, said that the art of surgery did not and could not advance until<sup>80</sup> professional men had the courage to publish their failures as well as their successes.

Sir Humphrey Davies<sup>100</sup> admitted that his most important discoveries had been suggested to him by failures. James Watt, the great engineer,<sup>120</sup> asserted that a history of failures was one of the things most needed in mechanical engineering.<sup>140</sup> "We want," he said, "a book of blots."

Failure is not only the road to success, but very often an apparent<sup>160</sup> failure is success of the truest kind. Ages ago, a large tree, growing in the wilds of Arizona,<sup>180</sup> was hurled down in a terrific storm. Seemingly, thus to perish and never bear a leaf again, its usefulness<sup>200</sup> was over. What a failure it seemed to be! But one day, many centuries later, a sourdough or prospector<sup>220</sup> found, scanning a canyon forty-five feet wide, a natural bridge. The bridge was the ancient tree which, by the action<sup>240</sup> of water and the effect of time, had been transformed into a wonderful bridge of agate, enabling men to<sup>260</sup> pass from one side of the canyon to the other. That, it can be truthfully asserted, is the highest and best<sup>280</sup> kind of success—to be of use. (286)

## Actual Business Letters

Mr. A. W. Morrison  
1346 K Street, N. W.  
Washington, D. C.

Dear Mr.<sup>20</sup> Morrison:

You will, we believe, find it useful to know about our facilities for handling your tool designing,<sup>40</sup> engineering, and fabrication.

These facilities can be of direct help, under circumstances that<sup>60</sup> keep your engineering force busy with postwar problems.

Our designing staff is made up of men skilled in precision<sup>80</sup> work in many fields. All work, moreover, is carried out under the close supervision of the members of<sup>100</sup> our firm, who possess a wide background of experience, assuring the excellence of all finished designs.

We<sup>120</sup> are fully equipped to handle tool procurement as well. In particular, we are familiar with today's<sup>140</sup> exacting needs as to time and production standards—we know the shops best fitted for each type of work, and are able<sup>160</sup> to get the results you want without delay.

Our rates for tool designing range from \$2.60 per hour<sup>180</sup> for regular time to \$3.60 for overtime. Procurement is charged for on a plan whereby you<sup>200</sup> pay according to the amount of work involved. Cost estimates will be submitted for any tool design, as<sup>220</sup> well as for tools to be manufactured.

Whether your need is immediate, or may arise some time in the future,<sup>240</sup> it will be helpful for one of the members of our firm to explain in person just how we are equipped to aid<sup>260</sup> you. With that in view, may we ask for an appointment at your convenience?

Cordially yours, (276)

Mr. Henry Watson  
Continental Industrial Engineers  
764 Orange Road  
Scranton,<sup>20</sup> Pennsylvania

Dear Mr. Watson:

I should like very much to see your representative

in regard<sup>40</sup> to an engineering problem our plant has encountered.

I am due in New York City the week of April 14 through<sup>60</sup> 20, but shall be here continuously after that date. Meantime, have your representative talk with our Mr.<sup>80</sup> Pace so that he will know all the facts when he sees me.

Yours truly, (92)

## By Wits and Wags

A SMALL BOY came hurriedly down the street, and halted breathlessly in front of a stranger who was walking in the same direction.

"Have you lost a half dollar?" he asked.

"Yes, yes, I believe I have!" said the stranger, feeling in his pocket. "Have you found one?"

"Oh, no," said the boy. "I just want to find out how many have been lost today. Yours makes fifty-five."

• • •

ASKED by her teacher to write an essay on London, little Alice began with the statement: "The people of London are very stupid."

Of course the teacher was much surprised at this information and inquired how the young lady got that idea.

Alice replied: "Well teacher, it says in the textbook that the population of London is very dense."

• • •

PATROLMAN: That's not the truth. We've had too many "Smiths" around here. Give me your real name and make it snappy.

Speeder: Well, if I must, it's W. Shakespeare.

"That's better. You can't bluff a man like me with that 'Smith' stuff."

• • •

"WHAT did that guy say when you told him you could tell his past, present, and future circumstances for five dollars?"

"He said I was sure mistaken about his present circumstances."

• • •

HOUSEWIFE (to tramp): Well, do you want a meal bad enough to work for it?

Tramp: No, mum. I'm just plain hungry—not desperate.

## "By His Fruits"

(April O.G.A. Membership Test)

THERE is nowhere in the land, any home so remote or so humble that it may not contain the power of mind<sup>20</sup> and heart and conscience to which nations yield and history submits its processes. Nature pays no tribute, subscribes<sup>40</sup> to no creed or caste, renders fealty to no monarch.

Genius is no snob. It does not run after a title<sup>60</sup> or seek by preference the higher circles of society. It affects humble company as well as the<sup>80</sup> great.

No man can explain it, but each one can see the vigor of a democracy where every door is open<sup>100</sup> to opportunity in every hamlet and city alike for the man or woman to emerge who<sup>120</sup> will be acclaimed by his talents as the leader among men. (131)—Adapted

## Gail Takes Jack Up

(Junior O.G.A. Test for April)

Dear Jack:

I talked with Dad about your bid, and he said it was a swell plan. He said that given a few brain cells and<sup>20</sup> a little muscle and brawn he could make a fine farmer out of any lad that ever trod the city pavement!<sup>40</sup> I think he is thrilled at the thought of training a "city slicker" in the ways of country gentlemen!

He told me<sup>60</sup> to be sure to tell you to bring your good humor, and never mind milk buckets and pitch forks. We have them hung up in<sup>80</sup> the barn ready for use. But he also said to tell you that life on the farm would not allow of any dreaming—<sup>100</sup> except before the roosters crow in the morning.

You're a pal, Jack! I can't thank you enough. Your bid is taken, you<sup>120</sup> see.

Sincerely,

Gail (124)

## Transcription Speed Practice

Dear Mr. Barrett:

The Annual Report to Stockholders offers a company's directors an excellent<sup>20</sup> opportunity of improving stockholder relations. The Policyholders Service Bureau of the Atlas<sup>40</sup> Life Insurance Company has just issued two new reports on this subject which should be of timely interest.<sup>60</sup>

"Improving Stockholder Relations" presents the means used by seventy-six corporations to keep stockholders<sup>80</sup> informed. Some of the methods include the use of booklets introducing the Company, wel-

coming letters,<sup>100</sup> special dividend stuffers, interim reports, and special material. These are described in detail, and<sup>120</sup> illustrated in many cases.

In the study entitled "The Annual Report to Stockholders" an analysis<sup>140</sup> of the reports of 216 companies shows that the new annual report has made tremendous<sup>160</sup> strides in art work, layout, and content. Facts are made easy to understand by charts and illustrations.

The attached<sup>180</sup> resumé is for your convenience if you wish to call the reports to the attention of your readers.

Yours<sup>200</sup> truly, (201)

Dear Neighbor:

We want to introduce ourselves and tell you all about the complete, modern banking services the City National Bank offers to the residents and business people here in our neighborhood.

The enclosed pamphlet<sup>40</sup> explains our many new banking services at your disposal. For example, you can benefit by using<sup>60</sup> our convenient five-cent checking account service which requires only a small deposit. This convenient money-saving service will permit you to pay your utility bills and other obligations by check. You will<sup>80</sup> like this service because it costs you less to write your own checks than to buy money orders, and your cancelled checks serve<sup>100</sup> as your receipts.

Your bank is right here in your own neighborhood. Our officers and employees will welcome an<sup>140</sup> opportunity to explain our personal and business banking services.

Another City National Bank<sup>160</sup> service you will like and that costs very little, is our modern, burglar-proof safe deposit boxes for your<sup>180</sup> valuable papers. Stop in and say "hello."

Sincerely yours, (191)

## ATTEND SUMMER SCHOOL IN NEW MEXICO'S PLAYGROUND WONDERLAND

First Term: June 3—July 12

Second Term: July 13—Aug. 16

### Highlands University—

Offers a cool, dry climate, a scenic Southwest, a rodeo, beautiful mountains for hiking, picnicking, and fishing; and plenty of sunshine. The student will find the modern facilities of the University designed for his pleasure and convenience, and the completely equipped Business Education Department able to give him the kind of work he desires. Reasonable tuition fees, six graduate programs leading to the M. A. degree, and full accreditation make Highlands a school worth considering.

### Courses—

**Graduate Offerings—**Audio-Visual Education, Teaching Secondary subjects—Shorthand, Teaching Secondary Subjects—Introduction to Business, Seminar in Business Education, Administration and Supervision of Business Education, Principles and Problems in Distributive Education, Methods and Materials in Distributive Education, and Administration and Supervision of Distributive Education.

**Undergraduate Offerings—**Beginning Typing, Intermediate Typing, Advanced Typing, Speed Typing, Penmanship, Introduction to Business Principles of Accounting, Partnership Accounting, Filing, Business Arithmetic, Figuring Machines, Principles of Economics, Advanced General Accounting, Theory of Shorthand, Intermediate Shorthand, Advanced Shorthand, Speed Shorthand, Business English, Audio-Visual Business Education, Principles and Problems in Distributive Education, Materials and Methods in Distributive Education, and Administration and Supervision of Distributive Education.



E. DANA GIBSON  
Head of Business  
Education Dept.

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ary Schools, and by the American  
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